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ABSTRACT

This document is a report to the Delaware State Legislature concerning the results of the Delaware Educational Assessment Program in 1989-90. The Stanford Achievement Test was administered statewide in grades 1 through 8 and grade 11. This administration allowed both national and state comparisons. The average Delaware student performed above the national norm in reading, mathematics, language arts, and higher-order skills. Compared to the results of the preceding year, achievement test results improved. Information in the report is provided in three sections: (1) a description of the statewide assessment program; (2) state level averages and analyses; and (3) a listing of averages by content area and grade level for each school and school district with district plans to remedy identified weaknesses. Numerous tables provide data for the state's 17 school districts. Two appendices provide nine tables of supplemental information. (SLD)

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DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

1990 REPORT TO THE LEGISLATURE

STATE OF



DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

Dover, Delaware 19903

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DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1990 REPORT TO THE LEGISLATURE

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December 1990

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STATE OF DELAWARE
DEPARTMENT OF PUBLIC INSTRUCTION

It is my pleasure to present to the legislature the results of the Spring 1990 Delaware Educational Assessment Program. This year the Stanford Achievement Test, Eighth Edition, was once again administered statewide, allowing us to make comparisons not only between Delaware students and those nationwide but also with the performance of Delaware students last year.

The average Delaware student is performing above the national norm in reading, mathematics, and language arts at each grade level tested. Average scores for higher-order thinking skills are likewise consistently above the national norm. Perhaps even more important is the improvement in achievement results as evidenced by generally higher average test scores, an increase in the percent of Delaware students scoring in the highest quartile, and a decrease in the percent of Delaware students scoring in the lowest quartile.

Both the national education goals for the 1990's and the State Board of Education's goals for the 1990's stress the need for accountability and an honest assessment of student, school, district, and state progress. Since 1978, the Delaware Educational Assessment Program has provided annual student performance data at the state, district, school, and pupil levels for grades 1-8 and 11. While the scope of the standardized testing component of the state assessment program will change next year, it will continue to serve as a valuable tool for measuring the attainment of educational objectives.

The success of the Delaware Educational Assessment Program is attributable to the joint efforts of many people within the Department of Public Instruction and the school districts. Department of Public Instruction staff in the Research and Evaluation Division with responsibility for the program are:

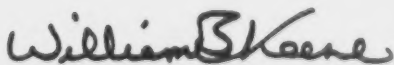
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Larry C. Gabbert, *State Supervisor of Educational Assessment*
Kaye R. McCann, *State Specialist of Educational Assessment*
Gail R. Truxon, *Secretary of Research and Evaluation Division*

Recognition is also extended to the following individuals who served as District Test Coordinators for the 1989-90 school year:

Howard Gaines, *Appoquinimink*
Joseph Price, *Brandywine*
George Benner, *Caesar Rodney*
Gary Wray, *Cape Henlopen*
Robert Hall, *Capital*
Robert Bigelow, *Christina*
Richard Bulls, *Colonial*
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Judith Cullen, *Indian River*

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William Kehoe, *New Castle County Vo-Tech*
William Wallace, *Red Clay Consolidated*
Shirley Butler, *Seaford*
Randall Hansen, *Smyrna*
Charles Parks, *Woodbridge*

Respectfully,



William B. Keene
State Superintendent
Delaware Department of Public Instruction

INTRODUCTION

Governor P.S. duPont signed into law HB 845 in 1978 which provided for the implementation of a statewide achievement testing program in Delaware. The provisions of HB 845, 129th General Assembly (14 Delaware Code §122(b) (17)) included:

- Statewide standardized testing in grades one through eight and eleven in the content areas of reading, English and mathematics;
- Calculation of averages at the school, district, and state levels by grade and subject area;
- Analysis of test results by school district staff and the development of a plan to remedy the weaknesses identified;
- Reporting of individual achievement progress to parents.

In 1990, Governor Michael Castle signed HB 627 into law. This legislation restructures the assessment program by requiring an annual assessment of basic skills achievement in, at a minimum, grades 3, 6, 8, and 11. Testing of all students at four grade levels will continue to provide useful information for statewide purposes and will make funds available for other types of assessment. This change will permit us to determine outcomes in a wider range of areas and to better assess the progress of our public school system in meeting the needs of Delaware students.

For the first five years of its existence, the Delaware Educational Assessment Program administered the California Achievement Tests (CAT), normed in 1977. Beginning in the 1983-84 school year and extending through the 1987-88 school year, the Comprehensive Tests of Basic Skills (CTBS), normed in 1981, was administered. The Stanford Achievement Test, Eighth Edition

Stanford 8) was administered in 1988-89 and 1989-90. The Stanford 8 was normed in 1988, thereby allowing for current, meaningful comparisons to be made between the performance of Delaware students and those nationwide.

Since the 1990 state assessment was the last to be conducted under HB 845, this report provides the information required by this law. The information is provided in three sections which include:

- Part I - A description of the statewide assessment program.
- Part II - State level averages and analyses.
- Part III - A listing of the averages by content area and grade level for each school and district and district plans to remedy identified weaknesses.

PART I
DESCRIPTION OF THE TESTING PROGRAM

This is Part I of a three-part report entitled:
**DELAWARE EDUCATIONAL ASSESSMENT
PROGRAM**
1990 REPORT TO THE LEGISLATURE

THE DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

The Delaware Educational Assessment Program is administered by the Research and Evaluation Division of the Department of Public Instruction. The division is responsible for conducting the assessment program to assist with improving educational accountability at the school, district, and state levels. One important component of this program is the annual administration of standardized achievement tests and the subsequent reporting of results.

In addition, the program undertakes activities to increase the usefulness of assessment data. To this end, the program:

- provides training to school personnel in the use and interpretation of assessment data in curriculum and instructional improvement
- maintains a student tracking system and a computerized system for school personnel to use in accessing student assessment data for program management and evaluation

- produces reports for classroom teachers organized by current homeroom or instructional group. These reports are especially useful at the beginning of the school year in analyzing the strengths and weaknesses of students entering new classrooms. In 1989-90, approximately 50 schools requested reports for about 1,300 groups of students.

PROGRAM IMPLEMENTATION

This year, the Stanford Achievement Test, Eighth Edition (Stanford 8) was administered. In excess of 64,000 Delaware public school students in grades 1-8 and 11 were assessed during the period of March 19-30, 1990.

The statewide assessment program includes all regular and special education students with the exception of students in special schools or intensive learning centers. State policy mandates that all mainstreamed special education students participate in the statewide assessment program. Exclusion can be determined, however,

by the student's IEP team for the following reasons: (1) a severe over-reaction to testing, (2) a moderate to severe learning disability or social/emotional maladjustment, (3) a physical handicap preventing testing, or (4) an inability to speak English.

Results in this report for this year's assessment are average scores for regular and special education students combined.

While the Delaware Educational Assessment Program staff is responsible for managing test administration, scoring, and reporting, the responsibility for carrying out the program rests with all levels of the professional education community. Each school district designates a test coordinator to organize and coordinate the assessment within the district. Within each school a professional staff member is responsible for supervising the assessment. In most cases, teachers serve as test examiners and proctors. All of these educators are crucial to the successful implementation of the statewide assessment program.

CHARACTERISTICS OF THE STANFORD ACHIEVEMENT TEST, EIGHTH EDITION

The Stanford Achievement Test, Eighth Edition, is a series of nationally-normed standardized tests published by The Psychological

Corporation. The Stanford 8 was normed in the spring and fall of 1988 on a representative national sample of over 400,000 students. Delaware was represented in the 1988 sample.

The Stanford 8 provides a different level of test for each grade, with no repetition of test items. In grades one through

three, students record their responses directly in their test booklets, while students in grades four through eight and eleven receive test booklets with separate answer sheets.

The skill and content areas assessed in Delaware by the Stanford 8 are shown in Table 1.

Table 1
Skill and Content Areas Tested in Delaware By The
Stanford Achievement Test, Eighth Edition

<u>Areas</u>	<u>Grades</u>	<u>Test/Subtest Descriptions</u>
Receptive Communication Listening	1-8	Measures the student's understanding of word meanings and the ability to remember, understand, and organize information that has been heard.
Reading	1	<u>Word Reading</u> - Measures the student's ability to recognize words and understand their meanings.
	1-3	<u>Word Study Skills</u> - Measures the student's ability to understand the relationship between sounds and letters in words and to recognize useful word parts.
	1-8 and 11	<u>Reading Comprehension</u> - Measures the student's ability to read and understand printed material. At the first grade level, the subtest has riddles and short paragraphs followed by questions. At all other levels, students answer questions about reading matter similar to that read in school, in everyday life, and on their own for fun.
	2-8 and 11	<u>Reading Vocabulary</u> - Measures the student's knowledge of word meanings and the ability to choose the correct meaning of a word based on how the word is used.

Table 1 (Continued)
Skill and Content Areas Tested By The
Stanford Achievement Test, Eighth Edition

<u>Areas</u>	<u>Grades</u>	<u>Test/Subtest Descriptions</u>
Mathematics	1-8 and 11	Measures the student's mathematic competence with emphasis on <u>concepts of number, computation skills</u> , and the <u>application</u> of these concepts and skills to solving problems.
Language/English	1-8 and 11	Measures the student's ability to use <u>language mechanics</u> such as capitalization and punctuation and <u>language expression</u> skills such as identifying correct grammar, appropriate sentence structure and clear writing style.
Spelling	1-8 and 11	Measures the student's ability to select the misspelled word in each group of four words or phrases. At the first grade level, this subtest is dictated and the student chooses which of three spellings of a word is the correct one.
Study Skills	3-8 and 11	Measures the student's ability to use library and reference skills as well as skills in locating and organizing information.
Science	11	Measures the student's ability to understand some of the ideas and skills learned in the areas of physical, biological, and earth/space science.
Social Science	11	Measures the student's ability to understand some of the ideas and skills learned in geography, history, political science, economics, psychology, sociology, and anthropology.
<u>Higher Order Thinking Skills</u>		
Using Information	3-8 and 11	Measures the student's knowledge of such skills as alphabetizing, using the dictionary, using reference sources, and understanding maps, graphs, and charts.
Thinking Skills	3-8 and 11	Measures the student's ability to make inferences, draw conclusions, determine relationships, predict outcomes, classify, and evaluate.

Scores for Higher Order Thinking Skills are derived from items that are embedded in some of the subtests. The Using Information score is derived from items in the Mathematics Applications, Study Skills, Science, and Social Science subtests. The Thinking Skills score is derived from items in the Reading Comprehension, Concepts of Number, Mathematics Applications, Study Skills, Listening, Science, and Social Science subtests.

The Stanford 8 is different from other nationally-normed achievement tests in that it measures both listening skills and higher order thinking skills. Listening is a basic functional skill and many state and local curricula, including that in Delaware, now recognize the need to prepare students with skills in understanding, retaining, and organizing information that has been heard. Poor listening skills, like poor reading or study skills, can contribute to low achievement in other areas.

Likewise, literature in the fields of curriculum and instruction indicates support for including thinking skills in the content area curricula. By providing a thinking skills score, the Stanford

8 measures student ability to go beyond comprehension in the learning process, assessing such skills as making inferences, drawing conclusions, determining relationships, predicting outcomes, classifying, and evaluating.

REPORTING AND INTERPRETATION OF SCORES

Reports of test results were generated at the individual pupil, school, district, and state levels. Student, school, and district level reports were returned to Delaware educators before the end of the school year and were available over the summer months for instructional planning. Reports for parents and teachers provide performance data for individual students while reports for principals, district administrators, and state administrators provide data for groups of students.

Test scores at the individual and group levels are reported for component subtests and total area tests. Tests and component subtests vary somewhat by grade. That is, except at grade 11 where students take only one mathematics test, in addition to the Total Mathematics score, scores are also reported for the subtests Concepts

of Number, Mathematics Computation, and Mathematics Applications. For language, scores are reported for Total Language, Language Mechanics and Language Expression, except at grades 1, 2, and 11 where only one language test score is reported. In reading, scores are reported for Total Reading and for the subtests Reading Comprehension, Reading Vocabulary, Word Study Skills (grades 1-3) and Word Reading (grade 1). Scores are also reported for Spelling, Study Skills, Listening, Science, and Social Science. A Total Basic Battery score is reported for grade groups and for individual students who completed all component subtests, excluding Science and Social Science. A Complete Battery Score is available for grade 11 students only, compiled from all subtest scores including Science and Social Science.

The score used in this report is the Normal Curve Equivalent (NCE). The NCE is a standard score scale with a national average of 50, a range of scores from 1 to 99 and a standard deviation of 21.06. This scale was selected because it enables comparisons to be made between different subtests and to the

national norm for all grades tested. When reading this report, scores can be put in perspective by comparing the test score to the national norm. Average scores higher than 50 are above the national norm.

UTILITY OF THE TEST RESULTS

The Delaware Educational Assessment

Program strives to be responsive to the needs of students, teachers, and administrators in order to improve the quality of education received by each student. Student performance data is useful as one criterion for:

- diagnosing individual pupil strengths and weaknesses
- placing students in instructional groups or

programs

- guidance and counseling
- identifying curricular and instructional weaknesses
- instructional planning
- evaluating programs
- conducting research studies

PART II
STATE LEVEL RESULTS AND ANALYSIS

This is Part II of a three-part report entitled:
**DELAWARE EDUCATIONAL ASSESSMENT
PROGRAM
1990 REPORT TO THE LEGISLATURE**

1990 ASSESSMENT RESULTS

STATE RESULTS IN BASIC SKILLS AREAS

Performance of Delaware students as a whole (regular and special education combined) compares favorably with the 1988 Stanford 8 national norms.

Reading. Statewide averages for Total Reading and its component subtests were above the national norm in grades 1-8 and 11. Reading Comprehension scores exceeded Reading Vocabulary scores, with differences being the greatest (2.4 NCEs) at grades 2 and 3.

Language. Statewide averages for Total Language and its component subtests of Language Mechanics and Language Expression were above the national norm at all grades tested. With the exception of grade 8, Language Expression scores exceeded Language Mechanics scores for those grades taking the two subtests. The greatest differences were at grades 4 and 5. Total Language scores were higher than Total Reading scores at all

grades tested except grade 11, with the greatest differences noted in grades 1 through 4. Total Language scores exceeded Total Mathematics scores in all grades except grade 7, with the largest differences occurring at grades 1 and 2.

Mathematics. Statewide averages for Total Mathematics were above the national norm at all grades tested. State averages for the component subtests of Concepts of Number, Mathematics Computation, and Mathematics Applications similarly exceeded the national norm of 50 at the eight grade-levels taking these three subtests.

Science and Social Science. Delaware students in grade eleven scored above the national norm in both the Science and Social Studies tests. No subtest scores are available.

Basic Skill Summary. Average Delaware student performance was above the national norm at all grade levels on the Total Basic Battery. Average student

performance in Reading, Mathematics, and Language was also above the national norm in all grades tested.

More detailed component objective data are shown in the Appendix by content area. Entries labeled percent correct are averages of the percent of students responding correctly to each of the items testing the category objective. These data are for the combination of Delaware regular and special education students and for the national sample.

STATE RESULTS IN HIGHER ORDER COGNITIVE SKILLS

Using Information - Statewide averages for Using Information were above the national norm in all 7 grades tested (3-8 and 11).

Thinking Skills - Statewide averages for Thinking Skills were above the national norm in all of the 7 grades tested.

Table 2
Stanford Achievement Test, 8th Edition
Average NCE Scores For Delaware Students, 1990
Regular and Special Education Students Combined

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Word Reading	51.3	-	-	-	-	-	-	-	-
Word Study Skills	54.7	53.7	52.9	-	-	-	-	-	-
Reading Vocabulary	-	51.9	51.7	51.0	52.6	51.1	51.1	51.1	53.4
Reading Comprehension	52.7	54.3	54.1	52.1	52.8	51.6	51.4	52.2	54.6
TOTAL READING	53.3	53.6	53.4	51.7	53.0	51.7	51.3	51.5	54.2
Concepts of Number	54.1	56.1	54.1	53.1	51.4	51.0	51.2	51.7	-
Mathematics Computation	54.1	55.5	54.6	55.3	52.2	50.4	52.1	51.6	-
Mathematics Applications	52.9	57.0	53.6	52.1	52.7	50.8	50.8	51.9	49.9
Mathematics	-	-	-	-	-	-	-	-	52.2
TOTAL MATHEMATICS	54.3	57.1	54.7	54.2	52.6	51.0	51.9	52.3	52.2
Language	58.3	59.1	-	-	-	-	-	-	-
Language Mechanics	-	-	55.8	53.6	52.8	52.7	50.8	53.3	-
Language Expression	-	-	56.3	56.2	54.8	53.1	51.6	51.6	-
English	-	-	-	-	-	-	-	-	52.3
TOTAL LANGUAGE	58.3	59.1	55.9	55.0	53.9	52.9	51.6	52.8	52.3
Spelling	50.3	53.7	54.1	51.9	52.9	52.0	51.3	49.6	51.5
Study Skills	-	-	53.3	53.1	52.6	52.0	52.6	51.7	54.6
Listening	52.0	53.6	52.9	50.3	51.0	50.6	49.2	52.4	-
BASIC BATTERY	54.9	56.4	55.4	53.6	53.5	51.9	51.8	52.2	53.8
Science	-	-	-	-	-	-	-	-	52.7
Social Science	-	-	-	-	-	-	-	-	53.2
COMPLETE BATTERY	-	-	-	-	-	-	-	-	53.8
HIGHER ORDER THINKING SKILLS									
Using Information	-	-	54.1	53.0	52.8	52.3	52.5	51.6	53.9
Thinking Skills	-	-	54.7	52.5	53.1	51.9	50.9	52.4	53.3

PART III
REPORT OF AVERAGES BY SCHOOL AND DISTRICT
AND
DISTRICT TEST SCORE ANALYSES AND
PLANS TO REMEDY WEAKNESSES

This is Part III of a three-part report entitled:
DELAWARE EDUCATIONAL ASSESSMENT
PROGRAM
1990 REPORT TO THE LEGISLATURE

SCHOOL AND DISTRICT AVERAGES

Part III of this report provides a compilation of the average scores for every grade tested in each school building and district within the State of Delaware. District averages by grade for reading, language, mathematics, and basic battery precede individual school scores in the same content areas. Averages for science and social studies are included for the districts and for all high schools.

School or district averages can be compared to the national NCE norm of 50. School and district averages can be compared to the State of Delaware averages found in Part II of this report. The reader is cautioned that small differences, i.e. one or two points between two scores, may not be educationally meaningful or significant.

The averages listed can be used by educators to identify areas where student achievement is above the national norm. These can be considered areas of curricular or program strength. Also, areas can be highlighted where further data

analysis is necessary in order to pinpoint weaknesses. If weaknesses are identified, educators can apply available resources to alleviate problems accomplished through the coordinated efforts of Department of Public Instruction and local school district staff.

As part of the assessment program, districts are provided with several different reports on student performance that enable them to do essential diagnostic work. Parents are provided with a report on individual student achievement (see Appendix B, Page V-2, for a sample Parent Report). Schools receive a wide variety of test reports as part of the statewide assessment program. These reports show average scores for each grade, performance on curriculum objectives within subtest areas and item responses for individuals in each classroom. The test results can be used to detect curriculum weaknesses for group or individual remediation. The Department of Public Instruction encourages school and district educators to use test data in conjunction with other information to aid in decision-making relating to day-to-day

instruction, remediation, diagnosis, placement and selection for special programs.

Following each set of school and district average scores is an analysis of the test data and plans to remedy identified curriculum weaknesses. This information was prepared by school district staff. To help school districts develop their section of this report, Department of Public Instruction staff provided school districts with guidelines for analyzing test results in a systematic and objective manner.

The districts' plans are presented in alphabetical order by school district according to the following format:

Section I - District and School Scores

Section II - Analysis of Test Results

Section III - Evaluation of Last Year's Accomplishments

Section IV - District Priority Statement for 1990-91

Section V - Plan to Remedy Weaknesses

APPOQUINIMINK SCHOOL DISTRICT

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III-3

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT APPOQUINIMINK

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.1	55.1	53.9	56.4	57.4	48.6	52.0	53.0	51.2
Mathematics	53.1	51.8	54.1	55.4	49.7	46.9	51.9	48.6	48.1
Language/English	64.0	61.1	58.6	59.3	54.3	51.1	50.6	51.6	52.1
Basic Battery	56.6	55.6	55.6	56.7	54.5	48.5	51.5	50.4	51.3
Science									50.4
Social Science									53.1

SCHOOL Silver Lake Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.2	57.5	55.2	55.4					
Mathematics	56.0	54.1	54.4	54.3					
Language/English	65.1	62.5	60.7	57.9					
Basic Battery	57.3	57.9	56.8	55.8					
Science									
Social Science									

SCHOOL Townsend Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.0	48.2	50.0	58.7					
Mathematics	47.7	45.4	53.1	58.1					
Language/English	62.0	57.0	52.2	62.5					
Basic Battery	55.2	48.9	51.8	58.9					
Science									
Social Science									

SCHOOL Redding Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading					57.4	48.6	52.0		
Mathematics					49.7	46.9	51.9		
Language/English					54.3	51.1	50.6		
Basic Battery					54.5	48.5	51.5		
Science									
Social Science									

DISTRICT APPOQUINIMINK

SCHOOL Middletown High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading								53.0	51.2
Mathematics								48.6	48.1
Language/English								51.6	52.1
Basic Battery								50.4	51.3
Science									50.4
Social Science									53.1

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

Delaware Educational Assessment Program

REPORT TO THE LEGISLATURE 1990

Appoquinimink School District

School District

Donald D. Perry

District Superintendent

October 10, 1990

Date

**District Analysis of the Results of the Spring 1990 Delaware Educational
Assessment Program and the Related Educational Improvement
Plan for the 1990 91 School Year**

1. Analysis of Test Results

The spring 1990 administration of the Stanford Achievement Battery in the Appoquinimink School District provides valuable information about basic skills instruction. The additional tests on thinking, using information, and listening help the District address questions of higher order thinking as it relates to the curriculum. Since the 1990 administration is the second administration, it is now possible to begin seeing some trends in the results over the past two years. There are several areas of strength and improvement over the 1989 administration. Improvement/Strength:

- In all of the primary areas there were improvements over the previous administration. District 1st grade children scored well-above the 50th NCE in Reading, Mathematics, and English.
- The English/language arts strand was particularly strong in grades 1-5 with students scoring well above the 50th NCE.

Weaknesses/Targets for Growth

- Reading in grade 6. Whether the results for this grade level are related to the population or to the conduct of instruction in that grade level remains to be discovered.
- Mathematics in grades 8 and 11. Part of the decline in grade 8 is attributable to the fact the grade 8 has 17 more students. If you look at the stanine analysis, it is clear that the number of children scoring in the 4th, 5th and 6th stanines grew. Several more children apparently fell into the lowest three stanines. However, it will be important to examine the nature of the instruction in those grade levels.

2. Evaluation of Last Year's Results

Restatement of the priority statement for 1989

The Appoquinimink School District will continue to use the data obtained from the Delaware Assessment Program to improve educational programs and to increase the level of student performance both on standardized tests and in "real world" skills.

3. District Priority Statement 1990-91 School Year

The shift in state priorities forces the districts to rethink the responses to this item. If there will not be the same testing program in place in 1991, couching our priorities in the context of such and such SAT NCE

becomes problematic. The statement of District priorities addresses this concern.

Our principal education priority will be to enhance the "real world" skills of our students. In part this effort is related to information gathered from the Delaware Educational Assessment Program. As the Delaware Educational Assessment Program is changing, it is incumbent upon Districts to alter the ways that they approach the important problem of improvement. We need to abandon to a significant degree the "deficit model" of instructional improvement. Under this model we look at areas that appear to bear problems and work on them. The areas that are "ok" in the very limited sense of the NCE, are ignored. We need to think about what we are doing **well** and think of good ways to do them better in addition to remedying the deficits. In addition, it will be important to focus attention directly on student performance rather than on the factors that we believe associated with real world performance.

- Critical needs and target groups involved.
 - Development of instructional experiences that provide students with opportunities to learn real world skills and that do not rely primarily on pencil and paper activities.
 - Development of a plan to create performance outcomes that are "non-trivial" and that will eventually be congruent with state efforts to develop real performance outcomes.
 - Our "target group" must be great "center" of our population. To a great degree, the decline in measures of educational attainment in the United States is a reflection of the increased attention paid to the majority of students. In the past it was the case that the educational system served the top 10% of the population in a very reasonable manner. Our "declines" come from the fact that we now realize that an effective educational system addresses the needs of all children. We cannot retreat into the special program approach--the "shopping mall" boutique notion of schooling as outlined by Powell, and others in **The Shopping Mall High School**. Our programs must be of high quality and they must provide opportunities for all children to participate in a meaningful way.

4. **Plan to Remedy Weaknesses**

The long term District goal is to create a set of educational experiences for children that allows them to become competent in the basic human skills of thoughtful reading, writing, and computing. In addition, this basic competence must support a healthy self-concept and the belief that a good life is within their grasp.

The District participation in the Re:Learning Project at Middletown High School and now at Redding Middle School has placed the District in an excellent position to accomplish the long term goals at the middle and high school levels. In both of these programs there is an emphasis on providing a strong educational program for all children. A significant example of how this works in the "real world" is the demonstration site summer school held at Middletown High this summer. Children from all socioeconomic groups from both Middletown and Wilmington were able to successfully participate in an enrichment program comparable to those offered through the Johns Hopkins Talent Search.

A District task force has been formed to address the achievement of the long term goal at the K-4 level. The task force will have representatives from the Teacher Support Group, parents from the Parent-Teacher Association, and administrators. The charge will be to design an action plan that will move the elementary curriculum towards an outcome driven integrated model and away from the current textbook, worksheet, abstract model. The challenge will be in the creation of a curriculum that provides children with non-trivial educational experiences.

To address immediate needs for improvement in the basic skills, it is the intention of the District to begin the second cycle of curriculum review and revision with mathematics. It will be important (1) that the new mathematics curriculum reflect the new national mathematics standards and (2) that the mode of instruction used matches the best research on effective mathematics instruction.

The Department of Public Instruction will be invaluable in assisting the District in accomplishing tasks related to the creation of a developmentally appropriate, integrated curriculum and in establishing a performance driven curriculum by providing technical advice on developing assessment methods.

BRANDYWINE SCHOOL DISTRICT

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III-10

1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT BRANDYWINE

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.9	56.9	57.7	53.6	57.6	54.9	54.2	52.8	59.0
Mathematics	61.4	64.6	59.5	56.5	59.8	58.5	56.4	56.2	55.4
Language/English	61.1	64.6	59.2	56.6	57.3	56.3	54.0	52.9	56.2
Basic Battery	59.9	62.0	60.2	56.1	59.0	57.6	55.9	54.8	59.2
Science									55.4
Social Science									57.2

SCHOOL Brandywood Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	65.5	60.1	66.3						
Mathematics	69.6	63.0	69.6						
Language/English	70.2	63.8	68.4						
Basic Battery	69.3	63.0	68.9						
Science									
Social Science									

SCHOOL Carrcroft Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	66.9	61.2	60.5						
Mathematics	68.8	73.4	63.6						
Language/English	67.3	68.5	63.9						
Basic Battery	71.8	69.0	65.2						
Science									
Social Science									

SCHOOL Darley Road Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	58.8	58.6	55.8	44.9	51.4				
Mathematics	63.7	64.8	56.2	49.1	54.3				
Language/English	59.6	64.1	57.8	48.6	52.1				
Basic Battery	61.4	62.7	56.9	47.1	53.7				
Science									
Social Science									

DISTRICT BRANDYWINE

SCHOOL Forwood Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	50.1	56.8	54.6						
Mathematics	58.1	66.6	56.0						
Language/English	56.4	65.2	58.4						
Basic Battery	55.1	63.5	57.7						
Science									
Social Science									

SCHOOL Lancashire Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	60.5	58.8	57.0						
Mathematics	61.9	62.1	53.2						
Language/English	63.4	65.0	55.7						
Basic Battery	63.0	61.6	56.9						
Science									
Social Science									

SCHOOL Lombardy Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.7	54.0	59.5						
Mathematics	62.6	65.4	63.1						
Language/English	65.6	66.4	58.9						
Basic Battery	61.7	60.9	62.3						
Science									
Social Science									

SCHOOL Maple Lane Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	39.7	45.1	50.2	42.0	44.1				
Mathematics	47.7	57.5	55.2	46.5	51.2				
Language/English	50.1	61.0	54.1	43.3	47.6				
Basic Battery	42.2	52.4	55.4	43.7	47.6				
Science									
Social Science									

SCHOOL Mt. Pleasant Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	52.1	56.2	52.6						
Mathematics	59.4	64.5	56.8						
Language/English	55.2	62.2	52.3						
Basic Battery	55.0	60.7	53.7						
Science									
Social Science									

DISTRICT BRANDYWINE

SCHOOL David W. Harlan Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				51.7	52.2	58.8			
Mathematics				57.0	51.9	62.7			
Language/English				56.9	50.1	58.4			
Basic Battery				55.2	51.0	60.6			
Science									
Social Science									

SCHOOL Pierre S. duPont Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				49.6	54.3	57.1			
Mathematics				50.6	56.0	60.2			
Language/English				51.2	54.0	59.5			
Basic Battery				50.4	54.5	59.7			
Science									
Social Science									

SCHOOL Marguerite H. Burnett Junior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				80.5	84.4	41.9	39.8	39.2	
Mathematics				82.0	87.7	45.3	44.1	42.2	
Language/English				83.0	82.9	43.8	41.9	38.9	
Basic Battery				83.8	89.2	45.1	43.3	41.3	
Science									
Social Science									

SCHOOL Hanby Junior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							59.6	57.9	
Mathematics							63.3	63.3	
Language/English							59.3	58.0	
Basic Battery							61.7	59.8	
Science									
Social Science									

SCHOOL Talley Junior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							54.6	54.6	
Mathematics							54.0	55.3	
Language/English							53.4	54.4	
Basic Battery							54.2	54.8	
Science									
Social Science									

DISTRICT BRANDYWINE

SCHOOL Brandywine High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									61.7
Mathematics									58.8
Language/English									60.2
Basic Battery									62.2
Science									57.6
Social Science									58.5

SCHOOL Claymont High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									45.4
Mathematics									43.0
Language/English									41.3
Basic Battery									44.3
Science									46.5
Social Science									47.8

SCHOOL Concord High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									61.0
Mathematics									58.5
Language/English									59.5
Basic Battery									63.0
Science									56.1
Social Science									60.3

SCHOOL Mt. Pleasant High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									62.4
Mathematics									55.8
Language/English									56.7
Basic Battery									60.5
Science									58.3
Social Science									58.2

SCHOOL _____

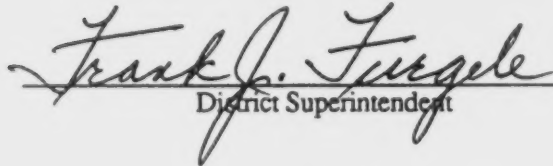
Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

BRANDYWINE

School District


District Superintendent

11-5-90

Date

I. Analysis of Test Results

Mean Normal Curve Equivalent scores were used throughout the analysis the District made of the 1990 Stanford Achievement Test. Combined student scores (regular and special education) were used. In making test results comparisons, a difference of two +/- NCE points is considered to be a meaningful difference.

Strengths

- A. The performance of students in grades 1-8 and 11 exceeded the State average in all areas assessed.
- B. Basic Battery scores at all grade levels continue to be ranked within the top three districts in the State.
- C. A quartile analysis of District students' performances reveals that 65% score within the upper two quartiles (Q.3 and Q.4) on the Basic Battery section.
- D. A comparison of 1989-90 results notes that the District gained significantly at all grade levels on Basic Battery scores.
- E. Math scores were noted to increase significantly over the State mean from the 1989 to 1990 scores at 5th, 6th and 7th grade levels.

Weaknesses

- A. Reading scores did not sustain significant growth from 1989 scores at grades 4, 6 and 8.
- B. Language scores did not gain significantly over 1989 scores at grades 3 through 8 and in fact were below 1989 scores at grade 4.
- C. Math scores at grades 3, 4 and 11 did not improve significantly over 1989 levels.
- D. The District rankings slipped from first to within the top three scoring districts in grades 1 through 6.

II. Evaluation of Last Year's Accomplishments 1989-90

The Brandywine School District staff identified the following instructional objectives for the school year 1989-90.

A. Develop five-year curriculum review timeline.

A timeline for a period of five years has been developed to assure a systematic review of all areas of curriculum, especially reading, language arts and math, which were found to be lower in student performance. In addition, this timeline has been integrated with the DPI update of content standards so that State standards will be available for inclusion in the District's systematic review.

B. Review promotion policy, report cards, and related procedures.

Given the many changes in the District's organization with the closing of a high school and realignment of numerous feeder patterns, a complete review and revision of all course content and selection procedures were undertaken for grades 7-12. The intent of this review was to guarantee consistency of content and equal opportunity for all students to attain higher levels of performance on standardized tests.

C. Describe and coordinate "At-Risk" programs K-12.

Existing programs K-12 for "At-Risk" students were identified and reviewed for their effectiveness and adequacy. The performance of students in specific schools was analyzed. Additional resources were provided to targeted schools for the purpose of improving student performance. These included additional support in the forms of contractual services for drug and alcohol counseling and more comprehensive social work intervention.

D. Implement and expand new school based math program.

Maple Lane Elementary and Burnett Junior High were identified as schools in need of concentrated assistance for students whose performance level is below District and National achievement levels. The concept of a new school-based math program was a critical need as we attempted to improve student achievement, particularly at the intermediate level where student achievement was not in keeping with expectations.

DEAP test results for students targeted by this program, particularly for grades 5-7, indicate significant gains over the previous year.

III. District Priority Statements 1990-91

The following instructional objectives have been identified by the staff of the Brandywine School District. Each has been approved and disseminated to all administrative and instructional personnel.

- A. To continue to have District students maintain their high position in DEAP through effective monitoring and specific building performance in all areas of the test.
- B. To identify specific groups of students performing below the State or National mean in any of the areas assessed so that additional instructional support can be provided.
- C. To provide inservice training to administrative and instructional staff to meet the needs of those students whose test performance indicates the greatest need.
- D. To initiate a monitoring system that will provide more information regarding the reasons for the depression of scores at 4th grade level, particularly in language arts and reading, as students transition from the primary to the intermediate school.

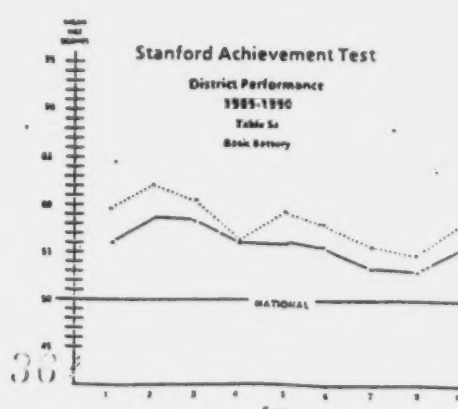
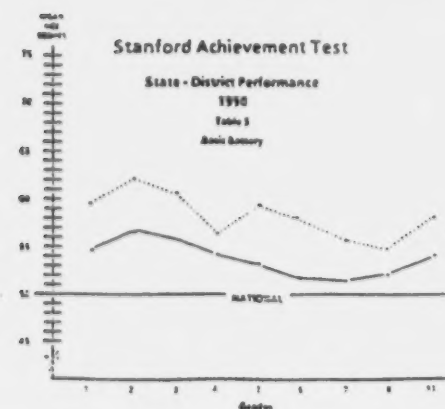
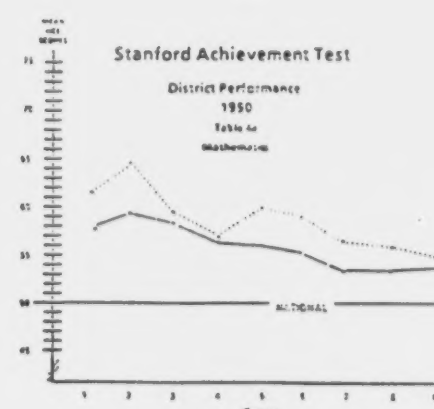
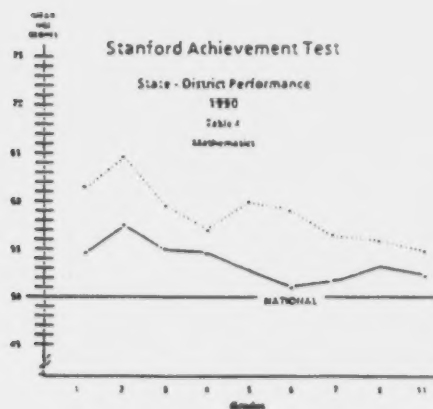
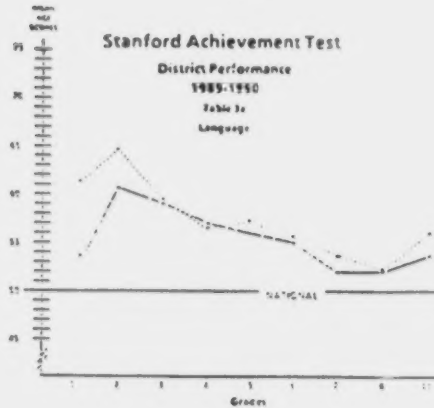
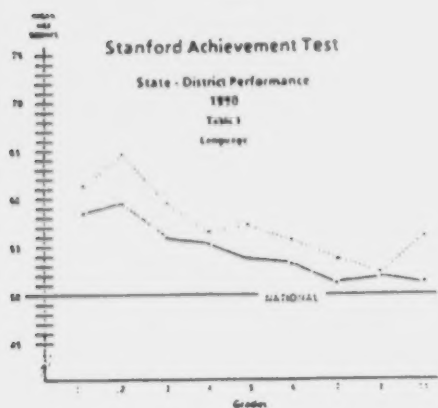
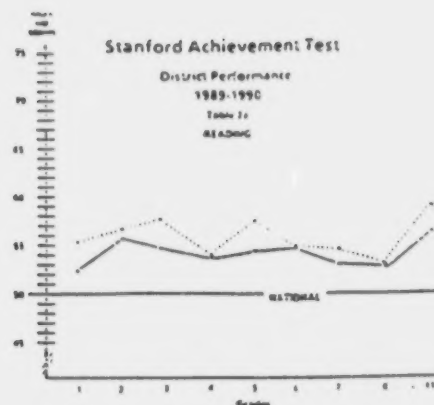
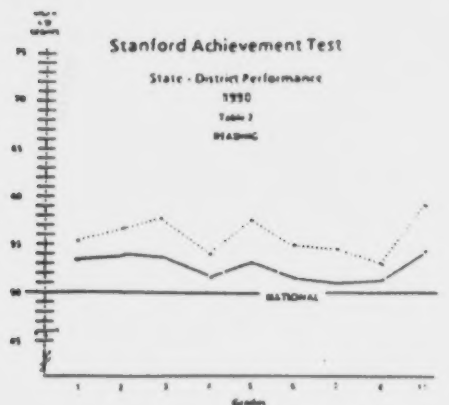
IV. Plan to Remedy Weaknesses

The four District Priority Statements identified in Section III describe the areas which the District will attempt to strengthen. The following embodies the plan which will be adhered to in 1990-91.

It is expected that District students will continue to maintain high performance on DEAP by monitoring and active support of staff and community. However, specific grade levels in six of our sixteen schools scored below the State or National mean in one or more instructional areas. Intensive support in the areas of staff inservice, highlighting cooperative learning, developing strategies for "At-Risk" students, and activities for improving student test performance will be made available to these targeted populations.

The elementary education division will begin a process of identifying and isolating concerns that contribute to the decline of student achievement at grade 4.

DPI will be called upon to support the achievement of these priority objectives on an "as needed" basis.



CAESAR RODNEY SCHOOL DISTRICT

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III-20

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT CAESAR RODNEY

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	52.4	55.8	54.0	54.7	52.8	54.9	50.8	53.9	56.8
Mathematics	52.9	56.9	57.9	57.1	50.8	51.6	53.7	57.1	55.4
Language/English	57.9	59.5	56.8	59.1	52.4	58.3	53.1	53.4	53.1
Basic Battery	53.4	57.1	56.2	57.2	52.5	54.2	51.4	54.4	56.1
Science									60.1
Social Science									58.3

SCHOOL Allen Frear Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	48.9	53.7	49.5	56.5					
Mathematics	50.2	52.6	53.0	61.3					
Language/English	57.6	55.2	50.4	57.8					
Basic Battery	50.4	54.0	51.1	59.5					
Science									
Social Science									

SCHOOL J. Ralph McIlvaine Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	53.3	53.2							
Mathematics	56.4	63.6							
Language/English	61.9	59.2							
Basic Battery	55.6	57.8							
Science									
Social Science									

SCHOOL Major George S. Welch Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	57.1	58.3	59.6	52.7	53.8				
Mathematics	56.5	62.6	61.2	57.2	50.3				
Language/English	60.2	60.9	63.6	56.9	52.6				
Basic Battery	56.8	60.3	61.7	55.5	52.5				
Science									
Social Science									

DISTRICT CAESAR RODNEY

SCHOOL General Henry H. Arnold Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	53.3	61.1	54.8						
Mathematics	55.3	62.6	58.8						
Language/English	60.4	66.7	54.8						
Basic Battery	55.7	63.1	56.7						
Science									
Social Science									

SCHOOL Nellie Hughes Stokes Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	49.8	52.7	55.7						
Mathematics	49.5	54.4	58.8						
Language/English	53.6	57.4	59.5						
Basic Battery	49.9	54.2	57.9						
Science									
Social Science									

SCHOOL W. Reily Brown Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	56.4	60.7	55.7	56.7	56.8	56.1			
Mathematics	55.3	53.8	63.3	56.8	53.9	53.4			
Language/English	59.1	63.8	60.7	66.3	57.2	57.2			
Basic Battery	57.0	59.7	59.4	59.7	57.3	54.6			
Science									
Social Science									

SCHOOL W.B. Simpson Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				53.3	51.1	53.2			
Mathematics				53.1	49.4	48.6			
Language/English				58.0	50.7	57.7			
Basic Battery				54.6	50.6	51.9			
Science									
Social Science									

SCHOOL Star Hill Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading					51.8	53.6			
Mathematics					50.8	50.7			
Language/English					51.3	56.5			
Basic Battery					51.8	53.4			
Science									
Social Science									

DISTRICT CAESAR RODNEY

SCHOOL Caesar Rodney Junior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							51.3	54.3	
Mathematics							54.1	58.0	
Language/English							53.4	53.3	
Basic Battery							51.9	54.9	
Science									
Social Science									

SCHOOL Dover Air Force Base Junior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						58.2	48.5	52.2	
Mathematics						55.0	52.2	52.7	
Language/English						63.2	52.0	54.0	
Basic Battery						57.9	49.6	52.3	
Science									
Social Science									

SCHOOL Caesar Rodney High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									56.8
Mathematics									55.4
Language/English									53.1
Basic Battery									56.1
Science									60.1
Social Science									58.3

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

Caesar Rodney School District
School District

Dr. William J. Bach
District Superintendent

November 8, 1990
Date

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I. Analysis of Test Results

	1	2	3	4	5	6	7	8	11
Word Study Skills	+	++	++	//	//	//	//	//	//
Word Reading	0	//	//	//	//	//	//	//	//
Reading Comprehension	+	++	++	++	++	++	++	++	++
Reading Vocabulary	//	+	+	+	++	++	0	++	++
Concepts of Numbers	++	++	++	++	-	+	++	++	//
Math Computation	+	++	++	++	-	-	++	++	//
Applied Math	+	++	++	++	++	++	++	++	//
Math	//	//	//	//	//	//	//	//	++
Language	++	++	//	//	//	//	//	//	++
Language Mechanics	//	//	++	++	++	++	++	++	//
Language Expression	//	//	++	++	++	++	+	+	//
Spelling	0	++	++	++	++	++	++	+	++
Study Skills	//	//	++	++	++	++	++	++	//
Listening	-	++	++	++	0	++	-	++	//
Using Information	//	//	++	++	++	++	++	++	++
Thinking Skills	//	//	++	++	++	++	++	++	++
Social Studies	//	//	//	//	//	//	//	//	++
Science	//	//	//	//	//	//	//	//	++

The chart above summarizes the District's strengths or weaknesses using a combination of mean and median NCE scores, as well as quartile distributions. All students (including special education) are included. When strengths are signaled in each one of the four comparisons, a double plus (++) is denoted. A single plus (+) indicates that three of the four comparisons were positive. The same procedure is employed to denote weaknesses, using a single or double minus. A slashed zero (0) is indicated when strengths and weaknesses are equal. It should be noted a plus (+) or double plus (++) occurs in 75 of a possible 100 instances.

I. Evaluation of Last Year's Accomplishments

The District's priority statements for the 1990-91 academic year are restated below in bold print. A comparison of those statements with actual results is indicated.

1. Maintain current high level of student achievement in grades four through eight and eleven.

The first priority was met in grades three, four, six, seven, eight, and eleven where basic battery scores ranked Caesar Rodney well above the State mean scores. While grade five scores did not meet anticipation, grade two scores climbed over the State mean.

2. Identify the cause for depressed scores across the spectrum in grade one, and across grade levels in the area of number concepts.

The cause for depressed scores across the spectrum in grade one was explored and debated but not identified. The improvement of scores in the area of number concepts improved considerably at six of seven grade levels; therefore, it may be concluded that the cause of depressed scores in the area of number concepts was not only identified but corrected.

District Priority Statements -- 1990/1991 School Year

1. Maintain current high level of student achievement in grades three through eight and eleven.
2. Strengthen commitment to curriculum improvement on the building level.

Plan to Remedy Weaknesses

1. While improvement is always a priority, Caesar Rodney has historically maintained a high rank relative to DEAP scores. In order to maintain that superiority, it is of paramount importance that we recognize the contributions made by teachers, students, parents, and the community in general. The pride generated from recognition of a job well done can be a determinant of future successes.

2. Identify by building, the subtest categories that fall below the State mean and develop building-wide strategies to enhance the curriculum in a manner that will overcome the deficiencies.

CAPE HENLOPEN SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT CAPE HENLOPEN

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	61.1	60.0	55.1	57.9	53.8	56.5	55.0	55.9	54.0
Mathematics	63.2	68.8	58.5	59.9	53.8	56.1	55.2	57.0	52.9
Language/English	64.1	61.6	58.5	59.2	54.7	57.4	53.6	61.1	51.9
Basic Battery	62.9	63.4	57.4	58.9	54.5	56.5	54.7	57.3	54.5
Science									52.9
Social Science									51.6

SCHOOL H.O. Brittingham Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	57.8	55.3	47.8	56.2					
Mathematics	63.5	65.2	51.2	61.5					
Language/English	61.0	55.7	50.7	61.4					
Basic Battery	60.3	57.7	49.5	59.9					
Science									
Social Science									

SCHOOL Richard A. Shields Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	65.3	65.1	59.5						
Mathematics	64.5	74.6	62.5						
Language/English	64.8	67.5	62.1						
Basic Battery	65.5	69.6	61.7						
Science									
Social Science									

SCHOOL Rehoboth Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	56.7	52.3	54.2	54.2	56.7	54.5			
Mathematics	59.9	57.4	58.8	61.4	61.4	55.7			
Language/English	66.7	53.7	60.7	53.6	56.4	59.1			
Basic Battery	60.6	54.2	57.0	56.4	59.6	57.5			
Science									
Social Science									

DISTRICT CAPE HENLOPEN

SCHOOL Savannah Road Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				59.8	57.2	60.6			
Mathematics				58.6	56.1	56.6			
Language/English				59.9	59.4	58.3			
Basic Battery				59.1	58.1	58.0			
Science									
Social Science									

SCHOOL Milton Federal Street Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading					47.0	51.8			
Mathematics					45.9	55.6			
Language/English					46.5	55.1			
Basic Battery					46.0	53.8			
Science									
Social Science									

SCHOOL Milton Junior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							50.9	50.3	
Mathematics							52.7	53.3	
Language/English							49.2	53.4	
Basic Battery							51.0	51.3	
Science									
Social Science									

SCHOOL Rehoboth Junior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							55.4	61.1	
Mathematics							51.4	60.0	
Language/English							54.4	66.6	
Basic Battery							54.1	62.6	
Science									
Social Science									

SCHOOL Lewes Junior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							57.1	58.5	
Mathematics							57.5	58.9	
Language/English							55.7	65.2	
Basic Battery							56.8	60.2	
Science									
Social Science									

DISTRICT CAPE HENLOPEN

SCHOOL Cape Henlopen High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									54.0
Mathematics									52.9
Language/English									51.9
Basic Battery									54.5
Science									52.9
Social Science									51.6

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

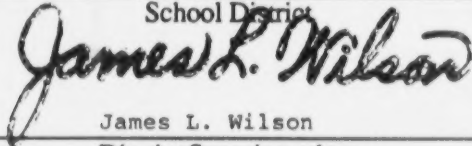
Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

Cape Henlopen School District

School District



James L. Wilson

District Superintendent

November 2, 1990

Date

CAPE HENLOPEN SCHOOL DISTRICT
DISTRICT DEAP REPORT
TO THE LEGISLATURE 1990

Analysis of Test Results

Analysis of Cape Henlopen School District's 1990 DEAP results indicates that the combined NCE scores for all regular and special education students in the district place our students second in the state's tested districts. This marks the seventh consecutive year that Cape Henlopen's students have ranked, as a composite testing group, either first or second in the state. All district grade levels scored above both the national and state averages, indicating that each grade tested above grade level. As with last year, only Cape Henlopen and Brandywine students tested at or above grade level at each grade on the 1990 DEAP. Perhaps the best example of Cape Henlopen student achievement on the 1990 DEAP is the fact that Cape students scored the highest at four of the nine grades tested (grades one, two, four and eight).

District students tested well at all levels. In reading, the district was tops in the state at six levels--grades one, two, four, six, seven and eight. In mathematics, the district was best in the state at grades one, two and four. In language arts/English, the district was tops in the state at grades one and eight. In listening skills, grades one, two, six and seven were the state's best. In thinking skills, grades four, seven and eight were the top grades in the state.

Certain grade levels in the district did exceedingly well across the subtests. For example, the first grade scored first in the state in reading, mathematics, language arts/English and listening. The second grade was first also in reading, mathematics and listening skills. The fourth grade scored first in the state in reading, mathematics and thinking skills. The sixth grade was tops in the state in reading and listening skills. The seventh grade was first in reading, listening and thinking skills. The eighth grade was tops in the state in reading, language arts/English and thinking skills. Several other grade levels also scored high in the subtests.

While the district as a composite group tested well, specific schools and individual grade levels that have tested below 50 NCE have been targeted for special attention. It is the district's goal to bring every individual school grade up to grade level, and each district principal has been charged with implementing a process, working with the staff, to achieve that goal.

Evaluation of Last Year's Accomplishments

Our district priority statements for 1990 were:

1. Maintain the high overall achievement of all our students at levels characteristic of the last six years.

As mentioned previously, our scores on the 1990 DEAP improved over last year, and our students scored first in four of the nine tested state grade levels. Additionally, all district grade levels tested above national and state grade levels.

2. Improve NCE scores of vocational and general students to at least the state average for reading, language, mathematics and thinking skills.

This goal was partially achieved in Cape during this past year but work remains to be done. Our vocational students improved in all three subtests and exceeded the state average as did our college prep students. Our general students exceeded the state average in reading and mathematics.

District Priority Statement 1990-91 School Year

1. Maintain the high overall achievement of all our students at the levels characteristic of the last seven years.
2. Improve NCE scores of vocational and general students to at least the state average for reading, language, mathematics and thinking skills.

Plan to Remedy Weaknesses

Over the last seven years we have stressed with our staff the importance of curriculum and professional renewal. Our test data indicate that our emphasis on annual curriculum development, the application of effective teaching principles, intensive staff development, and mentoring and peer coaching have all played their part in the high academic achievement of our students. We plan to continue with these efforts.

GDW:jp
11/8/90

CAPITAL SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT _____ CAPITAL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	49.3	51.5	52.9	50.7	51.0	51.6	49.8	49.7	54.8
Mathematics	47.4	51.2	51.3	53.1	47.5	45.2	44.9	46.2	51.8
Language/English	53.9	57.9	56.8	56.0	51.1	51.9	49.6	50.6	50.5
Basic Battery	49.9	53.2	54.2	52.7	50.1	49.2	47.4	48.7	52.8
Science									56.1
Social Science									55.7

SCHOOL _____ East Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	40.5	48.7	47.2	46.3					
Mathematics	39.2	48.6	46.5	50.8					
Language/English	45.3	57.9	49.6	53.2					
Basic Battery	40.4	50.0	47.3	49.0					
Science									
Social Science									

SCHOOL _____ Fairview Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	45.2	49.3	51.8	50.8					
Mathematics	41.5	52.7	48.2	50.8					
Language/English	52.0	56.9	53.9	53.5					
Basic Battery	44.9	52.7	52.5	51.2					
Science									
Social Science									

SCHOOL _____ Hartly Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	54.5	58.6	58.6	49.0					
Mathematics	53.1	61.5	55.2	54.4					
Language/English	62.4	66.3	67.1	54.3					
Basic Battery	57.0	61.6	58.9	51.8					
Science									
Social Science									

DISTRICT _____ CAPITAL _____

SCHOOL _____ South Elementary _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	54.1	47.0	54.7	51.6					
Mathematics	51.4	46.1	54.6	54.0					
Language/English	52.1	52.1	58.1	58.5					
Basic Battery	54.5	47.8	57.1	54.0					
Science									
Social Science									

SCHOOL _____ Towne Point Elementary _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	45.0	53.0	49.5	57.0					
Mathematics	41.3	50.9	51.0	58.9					
Language/English	49.9	56.3	50.4	59.3					
Basic Battery	44.1	54.2	50.8	58.1					
Science									
Social Science									

SCHOOL _____ West Elementary _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.1	52.2	54.8	51.3					
Mathematics	54.0	48.0	53.6	51.8					
Language/English	58.3	57.6	61.6	57.2					
Basic Battery	56.0	52.9	56.7	53.2					
Science									
Social Science									

SCHOOL _____ William Henry Middle _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading					51.0	51.6			
Mathematics					47.5	45.2			
Language/English					51.1	51.9			
Basic Battery					50.1	49.2			
Science									
Social Science									

SCHOOL _____ Central Middle _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							49.8	49.7	
Mathematics							44.9	46.2	
Language/English							49.6	50.6	
Basic Battery							47.4	48.7	
Science									
Social Science									

DISTRICT _____ CAPITAL _____

SCHOOL _____ Dover High _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									54.8
Mathematics									51.8
Language/English									50.5
Basic Battery									52.8
Science									56.1
Social Science									55.7

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

Capital School District
School District

Dr. Edward W. Goate'
District Superintendent

November 7, 1990
Date



Capital School District

945 Forest Street
Dover, Delaware 19901

Board of Education

Raymond Tarnila, President
Lynn P. Edgell, Vice President
Judith F. Leaming
Robert J. Roswell
Wm. Monroe Heame

Dr. Edward W. Goate
Superintendent of Schools
Phone: 739-5555

Dr. Joseph L. Crossen
Assistant Superintendent of
Schools
Phone: 739-5560

Dr. H.P. Christensen
Director of Support Services
Phone: 739-5505

Nancy J. Shevock
Business Manager
Phone: 739-5512

Area Code (302)

November 7, 1990

To: Research Office
Department of Public Instruction

Fr: Dr. Edward W. Goate

On March 17, 1976 the following statement committed the district to a Basic Skills emphasis by its Board of Education. "The primary mission of the Board of Education is to provide the opportunity for all students in the Capital School District to master the basic skills of reading, writing, oral communication, listening and computation." The goal has guided teachers and administrators in curriculum revision, instructional strategies and budget priorities.

District-wide curriculum study committees have, for the past several years, addressed themselves to the question of improved basic skills. Along with traditional study of skill and content areas, the Capital School District has attempted to seriously study the areas that have an impact on achievement: the effective use of time in the school day and the classroom, and the accurate alignment of curriculum.

Capital's program does work. In every case, by the time the students reach eleventh grade the test scores exceed the 50 percentile. The scores for grade one are not a true picture. Each school building houses a readiness class (pre-first). For the most part these children cannot read but are given a grade one test.

It also needs to be noted that Capital has the second highest number of AFDC children in the state. Also, the turnover rate for the district exceeds 30% per year. It is not possible to measure what these two items have on total district scores but some impact must be there.

Test results showed a marked increase in the number of students who moved into the fourth quartile. This is also a positive fact.

Mathematics continues to be the most deficient curricular area. A new math series was adopted in the fall of 1989. Hopefully the results of this improved series will impact the scores by the spring of 1991.

The Capital School District has made a commitment to a number of strategies designed to improve its basic skills program, and hence its total curriculum.

- The goal of addressing the three basic skills has been expanded to include a fourth basic: Critical Thinking. The new reading program was chosen, among other reasons, because it stresses higher level questioning.
- The central office staff has developed and is continuing a research-based inservice program intended to improve basic skills through, first, the sharpening of the principal's supervisory skills; and, second, the direct delivery of training by principals to teachers.
- Close analysis of DEAP data will be done, under the leadership of the building principal, to provide a solid foundation from which to teach.
- The Department of Public Instruction has and will be called upon to:
 - * provide technical assistance with "reorganized" Stanford 8 data for improved planning, and
 - * assist individual schools in developing inservice programs that custom fit that school's needs.
- Capital School District has been successful with direct instruction methods in special education classes and is piloting the technique with other slow learners.

CHRISTINA SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT CHRISTINA

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	52.7	53.5	53.0	50.0	51.7	51.7	50.6	51.4	56.2
Mathematics	51.9	53.9	52.8	51.2	49.4	50.1	50.5	50.2	54.2
Language/English	56.5	57.9	54.0	52.9	53.1	53.8	51.4	52.3	52.1
Basic Battery	53.1	55.2	53.9	51.3	51.2	51.0	50.8	50.9	55.4
Science									55.3
Social Science									54.7

SCHOOL Henry M. Brader Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	44.6	51.5	51.2						
Mathematics	40.7	52.5	48.5						
Language/English	48.7	56.1	51.6						
Basic Battery	43.2	53.5	50.5						
Science									
Social Science									

SCHOOL Brookside Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	52.8	53.2	52.9						
Mathematics	51.8	51.3	48.2						
Language/English	54.5	56.9	53.7						
Basic Battery	52.6	54.0	52.6						
Science									
Social Science									

SCHOOL Christiana-Salem Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.9	53.2	56.7						
Mathematics	58.7	51.3	56.0						
Language/English	61.5	57.5	60.7						
Basic Battery	58.8	53.9	58.5						
Science									
Social Science									

DISTRICT CHRISTINA

SCHOOL Ramon C. Cobbs Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	46.7	48.0	49.7						
Mathematics	46.9	51.2	53.2						
Language/English	53.5	54.5	48.0						
Basic Battery	46.8	49.6	50.3						
Science									
Social Science									

SCHOOL John R. Downes Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	58.0	56.5	61.5						
Mathematics	63.6	57.3	63.8						
Language/English	65.7	60.5	63.8						
Basic Battery	63.0	60.4	64.8						
Science									
Social Science									

SCHOOL Robert S. Gallaher Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	56.3	52.6	50.8						
Mathematics	56.2	56.7	54.7						
Language/English	60.7	56.9	52.0						
Basic Battery	58.0	55.4	53.9						
Science									
Social Science									

SCHOOL May B. Leasure Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	59.9	52.8	51.8						
Mathematics	63.2	53.4	50.8						
Language/English	63.8	60.0	51.0						
Basic Battery	61.4	54.3	51.4						
Science									
Social Science									

SCHOOL R. Elisabeth Maclary Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	65.4	60.9	56.8						
Mathematics	59.9	60.4	56.2						
Language/English	62.9	67.5	54.0						
Basic Battery	64.7	63.6	57.5						
Science									
Social Science									

DISTRICT CHRISTINA

SCHOOL Joseph M. McVey Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	51.3	48.1	49.8						
Mathematics	51.3	50.0	48.0						
Language/English	55.4	54.4	50.1						
Basic Battery	51.8	49.8	48.9						
Science									
Social Science									

SCHOOL Jennie E. Smith

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	51.7	52.8	49.6						
Mathematics	47.9	51.1	48.7						
Language/English	56.0	52.0	52.0						
Basic Battery	51.1	52.5	50.9						
Science									
Social Science									

SCHOOL West Park Place Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	47.8	60.9	53.5						
Mathematics	43.3	60.4	48.2						
Language/English	50.8	64.9	51.9						
Basic Battery	47.2	63.0	53.5						
Science									
Social Science									

SCHOOL Etta J. Wilson Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	52.6	55.9	55.3						
Mathematics	49.6	55.5	60.5						
Language/English	52.5	60.2	58.4						
Basic Battery	50.8	57.3	58.2						
Science									
Social Science									

SCHOOL Bancroft Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				54.0	52.7	54.7			
Mathematics				55.8	50.9	51.9			
Language/English				56.4	54.3	55.3			
Basic Battery				55.1	52.5	53.5			
Science									
Social Science									

DISTRICT CHRISTINA

SCHOOL Bayard Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				50.5	53.9	54.0			
Mathematics				51.9	49.5	52.7			
Language/English				53.2	55.6	57.9			
Basic Battery				51.8	52.5	53.6			
Science									
Social Science									

SCHOOL Drew-Pyle Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				47.4	48.2	48.1			
Mathematics				50.2	46.7	50.9			
Language/English				50.0	48.9	50.2			
Basic Battery				48.6	47.3	49.2			
Science									
Social Science									

SCHOOL Casimir Pulaski Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				44.1	51.3	48.8			
Mathematics				42.3	49.5	44.2			
Language/English				45.4	50.7	48.5			
Basic Battery				45.0	53.0	47.1			
Science									
Social Science									

SCHOOL Frederick Douglass Stubbs Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				47.1	48.9	46.8			
Mathematics				46.5	49.6	44.8			
Language/English				52.8	51.2	50.6			
Basic Battery				48.3	49.0	45.7			
Science									
Social Science									

SCHOOL Martin J. Gauger Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							47.1	49.4	
Mathematics							47.2	45.7	
Language/English							48.4	51.8	
Basic Battery							47.7	48.2	
Science									
Social Science									

DISTRICT CHRISTINA

SCHOOL George V. Kirk Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							48.5	49.3	
Mathematics							48.7	50.0	
Language/English							49.2	50.2	
Basic Battery							48.4	49.3	
Science									
Social Science									

SCHOOL Wilmer E. Shue Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							55.7	55.0	
Mathematics							55.1	54.4	
Language/English							56.1	54.7	
Basic Battery							55.6	54.4	
Science									
Social Science									

SCHOOL Christiana High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									54.1
Mathematics									52.5
Language/English									49.3
Basic Battery									53.1
Science									50.7
Social Science									51.5

SCHOOL Glasgow High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									51.7
Mathematics									50.0
Language/English									49.3
Basic Battery									51.2
Science									51.3
Social Science									51.9

SCHOOL Newark High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									63.7
Mathematics									60.9
Language/English									59.0
Basic Battery									63.6
Science									65.0
Social Science									61.5

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

CHRISTINA

School District



**Dr. Iris T. Metts
District Superintendent**

November 5, 1990

Date

I. ANALYSIS OF TEST RESULTS

Until the 1988-89 school year, the Christina School District enjoyed the position of reporting composite test scores similar to Statewide results for the Delaware norm-referenced tests. The more difficult Stanford Achievement Test Series (SATS), first administered in the Spring of 1989, produced District scores which fell at or below the State and National averages in many critical subject areas and grade levels. However, District scores from the second administration of the SATS, for the 1989-90 school year, again rose to expected levels as a close reflection of the Delaware State norms for the test. As the following analyses will indicate, Christina students tended to perform similar to or above State averages in the lower grades (grades 1 through 5) in most subject areas. Mean scores rose to equal or slightly lower levels than State norms in the middle grades (grades 6 through 8). However, the highest mean scores were found for grade 11 students whose average performance was significantly higher than State and National averages for reading, mathematics, science and social studies. Although the overall achievement averages improved from 1989 to 1990, the relative trend of moderate gains in the elementary grades, lower performance in the middle grades and surprisingly high averages at grade 11 was repeated for the second year of the Statewide administration of the Stanford Achievement Tests.

Both norm-referenced and objective-referenced testing information is summarized below to more completely describe areas of strength and weakness indicated by the test results. The norm-referenced score used here is the Normal Curve Equivalent (NCE); the item-response summaries by objective were derived from the standard Item Analysis Reports provided by the Department of Public Instruction.

Norm-Referenced Information

Table I provides information about the achievement performance of Christina students as compared to Statewide norms for the major content areas tested. Table II lists Christina mean NCE's for each subtest of the Stanford Achievement Test. For the Spring of 1990, Christina average scores ranged from a high of 57.9 in Language Mechanics at grade 2 to a low of 48.3 in Spelling in grade 8.

The achievement trends for Christina and Delaware students are best summarized by the averages for the Total Basic Battery for the SATS/8. These reflected the repeated pattern of declining performance in the early grades, reaching the lowest levels in grades 6 through 8, and rising to above average performance at grade 11. The most pronounced pattern of low achievement averages in the middle grades occurred at grades 5 through 8 in the Mathematics achievement subtests.

TABLE I

NORMAL CURVE EQUIVALENT SCORES FOR CHRISTINA STUDENTS
AS COMPARED TO STATE NCE SCORES
(REGULAR AND SPECIAL EDUCATION STUDENTS COMBINED)
SPRING 1990

	G		R		A		D		E		S	
CONTENT AREAS	1	2	3	4	5	6	7	8	11			
READING												
CHRISTINA	52.7	53.5	53.0	50.0	51.7	51.7	50.6	51.4	56.2			
State	53.3	53.6	53.4	51.7	53.0	51.7	51.3	51.5	54.2			
MATHEMATICS												
CHRISTINA	51.9	53.9	52.8	51.2	49.4	50.1	50.5	50.2	54.2			
State	54.3	57.1	54.7	54.2	52.6	51.0	51.9	52.3	52.2			
LANGUAGE												
CHRISTINA	56.5	57.9	54.0	52.9	53.1	53.8	51.4	52.3	52.1			
State	58.3	59.1	55.9	55.0	53.9	52.9	51.6	52.8	52.3			
BASIC BATTERY												
CHRISTINA	53.1	55.2	53.9	51.3	51.2	51.0	50.8	50.9	55.4			
State	54.9	56.4	55.4	53.6	53.5	51.9	51.8	52.2	53.8			
SCIENCE												
CHRISTINA												55.3
State												52.7
SOCIAL STUDIES												
CHRISTINA												54.7
State												53.2

NOTE: Score reported is the Normal Curve Equivalent. The national average is 50.0.

TABLE II

STANFORD 8
 NORMAL CURVE EQUIVALENT SCORES FOR CHRISTINA STUDENTS
 (REGULAR AND SPECIAL EDUCATION STUDENTS COMBINED)
 SPRING 1990

	G	R	A	D	E	S			
CONTENT AREAS	1	2	3	4	5	6	7	8	11
Number of Students Tested	1613	1523	1612	1442	1364	1240	1272	1151	720
TOTAL READING	52.7	53.5	53.0	50.0	51.7	51.7	50.6	51.4	56.2
Word Study Skills	54.4	55.3	54.2						
Word Reading	51.6								
Reading Vocabulary		51.6	51.2	49.9	51.0	50.6	50.1	50.5	55.1
Reading Comprehension	51.1	53.2	53.2	50.2	51.9	52.1	50.9	52.5	56.5
TOTAL MATHEMATICS	51.9	53.9	52.8	51.2	49.4	50.1	50.5	50.2	54.2
Concepts of Number	51.7	52.2	51.0	50.5	48.7	49.9	50.8	50.4	
Mathematics Computation	51.2	52.3	53.3	51.4	48.6	49.8	50.7	49.5	
Mathematics Applications	52.0	55.5	52.5	50.5	50.7	50.1	49.2	50.2	53.8
TOTAL LANGUAGE			54.0	52.9	53.1	53.8	51.4	52.3	
Language	56.5	57.9							
Language Mechanics			53.5	51.6	52.1	53.6	51.0	52.9	
Language Expression			55.1	54.2	54.2	53.8	51.2	51.2	
English									52.1
Spelling	49.2	53.3	54.0	51.7	52.0	52.8	50.9	48.3	53.1
Study Skills			51.6	49.4	49.4	50.7	52.0	51.3	57.0
Listening	49.9	53.0	52.0	48.7	48.9	49.0	48.6	53.2	
Using Information			52.1	49.5	50.0	51.2	52.0	51.0	56.6
Thinking Skills			53.2	50.2	51.6	51.3	49.9	51.9	56.0
BASIC BATTERY	53.1	55.2	53.9	51.3	51.2	51.0	50.8	50.9	55.4
COMPLETE BATTERY									55.5
Science									55.3
Social Science									54.7

In looking for patterns of significant weakness, for the past five years we have set a criterion of two or more NCE's below the State norms for each subject area. Since the current Statewide test appears to be more difficult than those administered in previous assessments, the National average of 50 NCE provides a more discriminating standard to judge poor vs. critical areas of achievement deficiency. Using the National norm, mathematics at the intermediate and middle grades again seems to be the achievement area requiring the most attention by curriculum staff.

Longitudinal Results

Analyses were performed of matched samples of Christina students who took the Stanford Achievement Tests and were promoted one grade level from 1989 to 1990 in grades 1 through 8. Table III shows the longitudinal scores of students who were exposed to the same educational program for one school year. Using the criteria of plus or minus 1.0 NCE points to indicate a significant change, the results for these groups were:

- * For Reading - Gains in reading achievement were above National expectations in grades 2 and 5 in 1990. Reading averages for the remaining grades remained stable or declined. A significant drop in longitudinal reading scores occurred for grade 4;
- * For Language - Gains remained relatively stable across most grade levels with significant increases noted for grade 2, 6 and 8 in 1990. A significant drop in language scores occurred for grade 3;
- * For Mathematics - There was improvement shown in all grades in mathematics. Increases were significant at all levels except grades 4 and 5.

Of course, the validity of the measured growth reported here depends upon the reliability of the parallel forms and the equated norms used for the 1989 and 1990 test administrations.

Objective-Referenced Information

Comparisons were made of Christina's performance to State and National performance on the major skill categories (objectives) tested. In this case the comparative statistic is the average percent correct to those items related to each objective measured. A discrepancy of -5 percent was arbitrarily chosen to indicate areas of critical needs (i.e., those skills which will require immediate attention over this school year). Also, patterns of strengths or weaknesses by curriculum area across grades were observed and critical need

TABLE III

NORMAL CURVE EQUIVALENT SCORES FOR CHRISTINA STUDENTS
 LONGITUDINAL MATCHED SAMPLE - 1989 THROUGH 1990
 (REGULAR AND SPECIAL EDUCATION STUDENTS COMBINED)

C O N T E N T A R E A S							
	READING		LANGUAGE ARTS		MATHEMATICS		TOTAL BATTERY
1989 $\Rightarrow$ 1990	1989	1990	1989	1990	1989	1990	1989 1990
GRADE ONE $\Rightarrow$ TWO	52.9	54.7	53.3	58.9	53.3	54.8	53.3 56.6
GRADE TWO $\Rightarrow$ THREE	55.0	54.6	55.8	54.8	50.9	53.5	54.5 55.7
GRADE THREE $\Rightarrow$ FOUR	53.9	50.8	54.5	53.9	52.0	52.4	54.2 52.8
GRADE FOUR $\Rightarrow$ FIVE	51.1	53.1	54.3	54.5	50.6	50.9	51.9 53.0
GRADE FIVE $\Rightarrow$ SIX	52.6	53.0	54.1	55.1	48.9	51.4	52.3 52.9
GRADE SIX $\Rightarrow$ SEVEN	52.1	51.9	53.7	53.0	50.1	51.7	52.3 52.5
GRADE SEVEN $\Rightarrow$ EIGHT	52.1	52.4	51.1	53.6	48.9	51.7	50.6 52.7

areas were identified. The objective-referenced analyses identified critical mathematics skills to guide further diagnosis and remediation for Christina intermediate and middle-school students.

Major Needs and Target Groups

Even with a different achievement battery and more recent National norms, the needs indicated from the Spring 1990 test results are mirrored in the findings of previous Statewide assessment results for our District:

"From the norm and objective-referenced information, it is apparent the middle schools are where we must direct our instructional focus..."

(1988 Legislative Report of Assessment Results)

Thus, three years of State assessment results confirm that the priority curriculum focus for our school district must be in mathematics for the middle grades.

II. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

Priorities For 1989-90

Coping with a sudden changes in high-level leadership and severe financial problems, the District goals for the 1990 school year have remained focused upon improving the quality of the basic curriculum including:

1. Improvements in student achievement;
2. Successful implementation of efficient and effective comprehensive programs in early childhood development, integrated language arts and preventive treatment of at-risk students;
3. Reduction of student dropouts by 10%.

Accomplishments for 1989-90 School Year

Major curriculum thrusts for the previous school year focused upon the implementation of an integrated language arts program for the elementary grades and the third-year pilot of early childhood programs for at-risk students. Essential assessment and management information support activities were continued; these included:

1. Review of critical grade-level objectives for grades K through 12 to realign essential curriculum scope and sequence with the major objectives assessed via the new Stanford Achievement Tests;
2. Performance testing of reading comprehension and language arts in the early grades and entering high school students;
3. Needs assessments of science and social studies instruction at all grade levels;
4. Continued monitoring of student attendance and dropout rates and identification and remediation of at-risk students through District mentor and tutorial programs.

III. DISTRICT PRIORITY STATEMENT FOR 1989-90 SCHOOL YEAR

During the 1989-90 school year our Board of Education provided the leadership for the development of a five-year strategic plan to address the growing operating and curricular needs of the Christina School District.

Major strategies to bring the Christina School District into the 1990's were identified and developed into long-range action plans through professional and community participation. The goals and objectives for the following action areas have become the management priorities for Christina School District staff over the next five years in the improvement of curriculum and instruction services to teachers and students:

- * Implement a coordinated curriculum towards improved individual achievement in academic areas.
- * Establish effective procedures that will measure the academic growth of individual students through an appropriate combination of norm-referenced and performance-based assessments which address District critical instructional objectives.
- * Increase staff participation in professional growth and development programs.

Additional efforts in the application of technology, multicultural education and community relations will be integrated into the District planning priorities as they evolve.

IV. PLAN TO REMEDY WEAKNESSES

The first two strategic planning priorities (implementation of student achievement and assessment) directly address the trends in decreasing student achievement scores noted in DEAP Legislative Reports over the past three years. Early in the current school year, working groups will begin to develop specific action guidelines for reallocating resources and developing programs to meet these important educational needs.

Recommended strategies from the Planning Commission for each planning priority include:

1. Plan for improved student achievement

- * Review and re-focus curriculum on the development of basic and thinking skills for application in tomorrow's society.
- * Expand programs that improve student self-esteem.
- * Increase participation from minority groups and other under-represented areas in gifted/talented and college preparatory programs.
- * Increase parental participation in their child's education.
- * Establish ways to enhance student ownership of their school.
- * Establish programs to improve the ethnic awareness of our students.

2. Establish procedures that will measure the academic growth of individual students

- * Develop a system for measuring academic growth that will:
 - use multiple methods of measure, both formal and informal;
 - emphasize individual academic growth;
 - allow for varied and multiple learning styles; and
 - provide a testing environment that is conducive to student success.
- * Design a plan that recognizes and addresses differences in students' learning styles and performance levels

In addition to the strategic planning efforts described above, ongoing instructional efforts will continue to support our developmentally-based basic skills curricula. Staff will continue to monitor and evaluate the progress of our early childhood and dropout prevention programs and the implementation of District-wide pilot installations such as the integrated language arts program.

There is always an attempt to bring immediate attention to those students who require early or remedial training in those essential skills highlighted by the Statewide assessment instruments. To this end, DEAP test information about students' performance on each category objective measured is disseminated at the beginning of the school year. Also, teacher training in the interpretation and use of the objective-referenced tests will be available through school-by-school inservice programs. Finally, objectives from the new Stanford Achievement Test will be reviewed in light of present curriculum scope and sequence.

V. ASSISTANCE FROM THE DEPARTMENT OF PUBLIC INSTRUCTION

In the past, we have requested assistance in the application of the DPI criterion referenced testing procedures and test items, continued provision of on-line test-reporting services through the Statewide computer network, and follow-up test-interpretation workshops for our teachers and administrators. All of these requests have been adequately addressed within the staff and resource constraints of the DPI Research and Evaluation Division. At this time we specifically encourage State Assessment staff to begin working closely with local school districts in developing a long-range Statewide assessment plan. Cooperative efforts are necessary to maintain the quality and impact of the assessment information for improving our school programs. Immediacy is paramount to prepare ourselves for transition to the new assessment legislation for the 1990's.

RAB/k1
11/1/90

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COLONIAL SCHOOL DISTRICT

BEST COPY AVAILABLE

1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT COLONIAL *

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	50.8	50.0	50.8	48.9	50.4	47.9	49.0	48.2	52.3
Mathematics	53.2	57.4	51.9	51.2	50.3	42.5	47.1	47.4	50.4
Language/English	57.7	56.3	54.9	51.4	52.0	47.7	50.1	49.4	50.9
Basic Battery	53.3	54.0	53.3	50.2	51.6	45.8	48.4	47.8	51.5
Science									52.1
Social Science									51.6

SCHOOL Carrie Downie Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	51.9	47.6							
Mathematics	56.0	54.5							
Language/English	58.3	53.8							
Basic Battery	55.7	50.7							
Science									
Social Science									

SCHOOL Castle Hills Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	50.8	52.0							
Mathematics	47.4	61.7							
Language/English	54.7	57.5							
Basic Battery	51.2	57.4							
Science									
Social Science									

SCHOOL Delaware City Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	52.1	48.5							
Mathematics	56.1	59.4							
Language/English	61.2	56.7							
Basic Battery	55.4	52.5							
Science									
Social Science									

* Due to damage in transit, 51 grade 2 answer documents from Commodore MacDonough Elementary School were not scorable. Scores from these answer documents could not, therefore, be included in district and school averages.

DISTRICT COLONIAL

SCHOOL Commodore MacDonough Elementary *

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	57.1	49.2							
Mathematics	60.7	54.1							
Language/English	64.9	58.1							
Basic Battery	61.0	52.2							
Science									
Social Science									

SCHOOL Pleasantville Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	46.5	50.8							
Mathematics	48.2	56.8							
Language/English	53.3	55.9							
Basic Battery	48.1	54.1							
Science									
Social Science									

SCHOOL Wilmington Manor Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	50.7	51.3							
Mathematics	57.0	58.5							
Language/English	60.0	58.0							
Basic Battery	54.0	56.1							
Science									
Social Science									

SCHOOL Colwyck Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading			46.6	49.8	51.8				
Mathematics			50.6	49.6	56.6				
Language/English			52.2	53.5	55.4				
Basic Battery			49.7	50.3	55.2				
Science									
Social Science									

SCHOOL Calvin R. McCullough Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading			51.4	48.8	49.5				
Mathematics			49.5	53.4	49.1				
Language/English			54.6	52.5	51.5				
Basic Battery			53.2	50.8	51.0				
Science									
Social Science									

DISTRICT COLONIAL

SCHOOL Harry O. Eisenberg Elementary

Content Areas	Grades									
	1	2	3	4	5	6	7	8	11	
Reading			52.6	46.1	48.3					
Mathematics			57.9	49.3	47.2					
Language/English			56.6	47.6	48.3					
Basic Battery			56.3	47.4	48.9					
Science										
Social Science										

SCHOOL Martin Luther King Elementary

Content Areas	Grades									
	1	2	3	4	5	6	7	8	11	
Reading			54.2	51.0	53.0					
Mathematics			52.3	49.6	48.0					
Language/English			57.1	48.8	52.4					
Basic Battery			55.4	51.4	50.8					
Science										
Social Science										

SCHOOL Gunning Bedford Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading						50.9	48.2	50.0	
Mathematics						45.4	46.6	49.6	
Language/English						50.0	49.5	50.3	
Basic Battery						48.7	48.4	49.1	
Science									
Social Science									

SCHOOL New Castle Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading						44.6	47.4	45.3	
Mathematics						40.1	45.5	44.0	
Language/English						44.2	50.0	47.5	
Basic Battery						43.4	47.0	44.9	
Science									
Social Science									

SCHOOL George Read Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading						46.5	51.5	48.1	
Mathematics						40.4	49.1	47.5	
Language/English						47.2	51.0	49.7	
Basic Battery						43.7	49.7	48.5	
Science									
Social Science									

DISTRICT COLONIAL

SCHOOL William Penn High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									52.3
Mathematics									50.4
Language/English									50.9
Basic Battery									51.5
Science									52.1
Social Science									51.6

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1990

School District Colonial

District Superintendent Dr. David Campbell
(Signature)

Date October 15, 1990

REPORT TO GENERAL ASSEMBLY

School District COLONIAL

School Superintendent Dr. David Campbell


(Signature)

Date October 15, 1990

ANALYSIS OF TEST RESULTS

Analysis

The Colonial School District Regular and Special Education combined student test results were analyzed using the guidelines set forth by the State Department of Public Instruction. The mean and median normal curve equivalent (NCE) scores and the quartile distributions (the spread of these test scores) were used in analyzing District results.

Four possible strengths or weaknesses could be identified for each subject area at each grade. Mean NCE scores higher than 51, median NCE scores higher than 51, more than 25% of District students in the top national quartile and fewer than 25% of the students in the bottom national quartile were the four criteria recommended by DPI for defining a strength from comparisons of the District to the national sample.

Strengths

Using the methods outlined above, analysis of Colonial test results at the District level revealed many strengths on each of the four criteria at all 1 - 5 grade levels in Reading, Spelling, Language, Mathematics, Reference Skills, Higher Order Thinking Skills, Science, and Social Studies. Additional analysis of the learning objectives for Reading, Spelling, Language, Mathematics, Reference Skills, Science and Social Studies indicate slight District averages above the National sample in many cases.

In general, Colonial School District students are achieving slightly above the national sample in grades 1-5, and grade 11 in the following skill areas: reading, spelling, language, mathematics, reference skills, science, and social studies.

Weaknesses

While no major weaknesses were evident (1-8 & 11), data indicates a concern with Reading, Mathematics, Language/English, and Basic Battery in grades 6, 7, and 8. District students scored slightly below the national sample on the learning objectives for the sub-test areas mentioned above.

This year for the second time we measured Higher Order Thinking Skills. District averages revealed slight weaknesses in grades 5, 6, 7, and 8 when compared to the nation. The District/schools are designing remediation plans outlined below to help correct weaknesses. (Standardized testing continues to receive heightened emphasis among the Colonial School District's priorities.)

DISTRICT PRIORITY STATEMENT

Description of Student Performance Priorities for the 1990-91 School Year

The Colonial School District, in order to provide compatibility with State and District goals, and to improve student performance, has established the following priorities:

1. Continuation of comprehensive instructional program for all students.
2. Student achievement of critical objectives in the basic skill areas at each grade level.
3. Remedial programs for students with identified needs.
4. Continued emphasis of the District's Reading, Language Arts, Mathematics, Science, and Social Studies Programs.
5. District Guidance Program (K-12)
6. Enrichment programs for selected students.
7. Early identification of building test coordinator; the purpose being early and continued emphasis of the DEAP testing program.
8. Familiarize entire staff with the newly adopted DEAP assessment instrument.
9. Ordering for each building copies of the Group Right Response Reports during the month of October (Reading, Math, Language, Basic Battery, etc.)

The Colonial School District annually reviews the Colonial Instructional Management System.

The elementary school management system must include:

1. one or more of the following assessment measures: textbook materials, CIMS test items, teacher-made tests, student portfolios; and
2. the procedures to be used by staff and administration to monitor student progress.

Prior to approval of each elementary school's management plan, student competency will be assessed by measurements provided by Colonial School District textbooks and by teacher-made tests.

At the middle level, core curriculum objectives, including the State Competencies, will be assessed by standardized district tests developed from the present CIMS item bank.

In addition, any student at the high school level who has not mastered the minimum competencies in the areas of math, reading or writing is required to complete the Colonial Instruction Management System (CIMS) testing program. Special competency classes are held for those students, in which they are instructed on an individual basis in very small groups until they are able to demonstrate mastery of these specific skills.

After reviewing the norm referenced analysis of the Stanford Achievement Test 8 (SAT) results, it was determined that the Colonial School District as a whole showed no global areas of weakness.

After examining the results of individual schools in the district, it was concluded that the first priority for the 1990-91 school year should be to closely monitor those schools scoring at or below the 50th percentile on any subtest; additionally, continue monitoring the entire district's student learning deficiencies which need remediation.

Rationale for Priority Selection

Because the district scores are above the national norms, the Instructional Services Division staff will focus first on four specific schools. The Instructional Services Division will then focus on all schools where student needs are the most critical. These needs have been determined by examining the results of the battery of tests and test items in the Stanford Achievement Test (SAT).

PLAN TO REMEDY WEAKNESSES OR IMPROVEMENT OF PROGRAMS

PROGRAM IMPROVEMENT GOAL

The program improvement goal is to provide professional resources from the District to those schools identified as having weaknesses in any or all of the basic skill areas.

1. The superintendent will be notified of the schools which need assistance and the Instructional Services Division will work closely with staff, and community in these buildings.
2. Periodic reports will be submitted to the Superintendent describing:
 - a. the plan of remediation
 - b. progress in implementation
 - c. changes in student performance
3. The Instructional Services Division will provide additional support where needed.

Major Objectives and Activities

The schools which have been identified as having the most critical learning needs will be provided with:

1. a review of the present program in the basic skill areas
2. a review of instructional materials in basic skill areas
3. assistance with teacher techniques and strategies
4. an opportunity to meet with District staff to set specific goals and activities for program improvement
5. an opportunity to meet with District staff to set specific targets and activities for test improvement
6. inservice activities based on mutually agreed upon objectives
7. an assessment of program goals related to student performance

Assistance Needed From the Delaware Department of Public Instruction

The Instructional Services Division will continue to utilize the services of the supervisory staff of the Department of Public Instruction in the content areas by seeking assistance in the following:

- Assistance in inservicing staff on the new achievement test
- reorganized Group Reports
- the interpretation of individual student performance in selected schools
- planning programs for remediation
- the identification of appropriate materials
- planning and coordinating staff development activities (Workshops relating to the DEAP Program)

DELMAR SCHOOL DISTRICT

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83

III-68

1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT _____ DELMAR _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							45.7	49.4	48.0
Mathematics							45.0	47.8	46.9
Language/English							49.1	49.4	48.5
Basic Battery							45.5	48.5	47.3
Science									49.3
Social Science									51.9

SCHOOL _____ Delmar Junior-Senior High _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							45.7	49.4	48.0
Mathematics							45.0	47.8	46.9
Language/English							49.1	49.4	48.5
Basic Battery							45.5	48.5	47.3
Science									49.3
Social Science									51.9

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

DELMAR

School District

Wayne C. Bastian, Ed. D.

District Superintendent

October 19, 1990

Date

**DELMAR
1990**

II. ANALYSIS OF TEST RESULTS

Comparison of Delmar's scores at all grade levels (seven, eight, and eleven) to those of the nation is capsuled below. The norm-referenced national comparisons are performed by guidelines of the Department of Public Instruction, using the four-factor analysis. Scores used are "combined" (regular and special education) ones. Analysis is given here to the statewide Delaware Educational Assessment Program grade levels: 7, 8, and 11. Separately contracted scores for grades 6 and 9 are also available.

STRENGTHS. Strengths are identified by grade levels in the following sub-tests:

	DELMAR D.E.A.P. Grade 7	DELMAR D.E.A.P. Grade 8	DELMAR D.E.A.P. Grade 11
Reading Vocabulary			
Reading Comprehension		X	
Total REading		X	
Concepts of Number			N/A
Mathematics Computation			N/A
Mathematics Applications		X	
Mathematics	N/A	N/A	
Total Mathematics			N/A
Language Mechanics		X	N/A
Language Expression	X		N/A
English	N/A	N/A	
Total Language	X	X	N/A
Spelling			
Study Skills	X	X	X
Listening		X	N/A
Basic Battery			
Science	N/A	N/A	X
Social Science	N/A	N/A	X
Complete Battery	N/A	N/A	
Higher Order Thinking Skills			
Using Information	X	X	X
Thinking Skills		X	

STRENGTH ANALYSIS. Highest overall performance was in language where the grade 7 and grade 8 scores were high. Study skills in grades 7, 8, and 11 using information in grades 7, 8, and 11 were also high. Social science and science scores were also on or above the national norm.

WEAKNESSES. Compared to national norms for the Stanford Achievement test, 8th Edition, the four-factor analysis produces several suspected weakness areas. Suspected subject weaknesses include mathematics and reading, grades 7 and 11. Grade 11 English may also be a weakness.

III. ANALYSIS OF LAST YEAR'S PRIORITIES

Last year's priorities (weaknesses) were cited in mathematics, spelling, grade 11 English and listening skills. While spelling seems still a weakness, using information appears to be a strength in grades 7, 8, and 11. Listening skills are also improved.

DELMAR
1990

IV. DISTRICT PRIORITY STATEMENT

DESCRIPTION

Educational priorities in Delmar School District for the 1990-'91 school year will be impacted by the 1990 SAT8 scores. Simultaneously, other interrelated factors will be evident: further refinements of middle level grades 7 and 8 programming, and preliminary steps for a Middle States evaluation in the spring of 1992.

The Delmar Board of Education (October 16, 1990) and the total administrative and instructional staff will make inputs into priorities via these SAT8 scores. Further reports (group right response) have been received and are being used, especially focusing upon the weaknesses cited above. Chapter 1 and resource programs are especially engaging in these staff actions.

RATIONALE FOR PRIORITY

The Delmar School District's planning continuum largely dictates the overall priorities cited above. The 1990-'91 school year includes a further refined "new grade 7" in an ongoing middle level emphasis. The D.E.A.P./SAT8 data will be inherent to this continued emphasis. The high school focus will relate the SAT8 data to the cycle of activity preparatory to Middle States evaluation (1992) and the mathematics--science "integration" efforts via inservice, and the refinements being planned for the "Career Options" curriculum at Delmar.

V. PLAN FOR PROGRAM IMPROVEMENT

Goal: Delmar School District/Delmar Junior-Senior High School's goal for program improvement evolved in part from the Spring 1990 D.E.A.P. scores, is a fairly well-defined one. It is being refined by board, staff, and specific program participants. It is contingent, however, upon State actions to adopt a new test program; and the constraints of current budgets.

The Goal, simply stated, is: to further analyze the Spring 1990 scores and other middle-level and senior high data and plan/implement a strategy to improve student performance, especially in weaker areas which include mathematics, reading, and grade 11 English.

OBJECTIVES/ACTIVITIES. Major objectives and activities projected by the district include the following in conjunction with the Department of Public Instruction:

- (1) TO REVIEW TOTAL STAFF WITH D.E.A.P. TESTS INTERPRETATION: SAT8 of 1990.

Inservice activities will continue to inform the staff and initiate analyses and corrective action planning.

- (2) TO RELATE TEST SCORES TO CURRICULUM AREAS AND PERFORMANCE AT CITED LEVELS VIA SPECIAL REPORTS.

Special Item Analysis Group Reports have been received for selected groups: grades 7 and 8 resource, grades 7 and 8 Chapter 1, and other groups. These will be a focus of further efforts to improve performance and direct program efforts (e.g. Chapter 1, resource).

- (3) TO IDENTIFY, SELECT, AND PURCHASE SUPPLEMENTAL OR TEXTBOOK MATERIALS FOR IMPROVEMENT IN WEAKNESS AREA(s).

DELMAR
1990

As needed, the staff leaders will devote time to identification-funding-budgeting-purchase of texts and/or materials suggested by these D.E.A.P. analyses. This activity correlates a 5-year textbook review policy, several curriculum priorities of the district, and a district goal to revise selection practices of materials and texts.

ASSISTANCE FROM DEPARTMENT OF PUBLIC INSTRUCTION. The achievement of the objectives cited above will require/has required assistance from the Department of Public Instruction staff in several particulars. Among them are:

- (1) Research and Evaluation Division funding and/or staff support to implement D.E.A.P. objectives above, and hopefully to continue to assist in testing of "extra" grades, perhaps six and nine.
- (2) Instructional Division and Exceptional Children/Special Programs Division staff support will be sought on an ongoing basis, especially as related to objectives above and with respect to the district goal of refining its middle level programs and refining its special projects.

10/19/'90

INDIAN RIVER SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT INDIAN RIVER

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	58.5	57.4	56.6	51.5	50.2	55.0	52.6	48.2	52.2
Mathematics	55.9	61.0	57.9	55.9	56.0	64.4	57.2	55.1	50.7
Language/English	63.0	61.8	60.4	55.1	54.2	59.6	55.0	56.2	53.5
Basic Battery	59.4	60.5	59.3	54.3	53.7	59.2	55.4	53.3	52.8
Science									50.7
Social Science									51.2

SCHOOL Frankford Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	60.3	55.3	60.2	43.8	47.6	49.9			
Mathematics	61.9	62.6	64.3	50.2	55.1	59.5			
Language/English	65.8	56.8	64.6	43.6	48.8	55.5			
Basic Battery	63.6	59.3	65.8	46.6	52.0	54.3			
Science									
Social Science									

SCHOOL Georgetown Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	56.1	56.7	53.8	51.5	46.2	52.0			
Mathematics	54.1	57.9	56.5	53.6	53.2	66.2			
Language/English	59.0	61.3	59.4	56.7	53.4	58.1			
Basic Battery	56.7	58.7	56.5	53.3	50.7	57.6			
Science									
Social Science									

SCHOOL Lord Baltimore Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	64.9	63.5	63.8	62.4	63.9	63.5			
Mathematics	59.9	65.8	64.1	61.1	67.6	70.6			
Language/English	72.4	66.7	64.9	66.0	65.2	67.2			
Basic Battery	66.4	67.7	66.1	63.8	66.8	67.0			
Science									
Social Science									

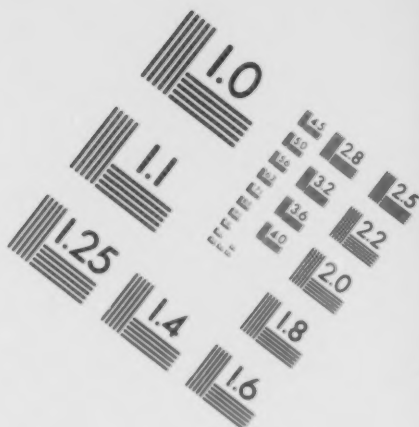
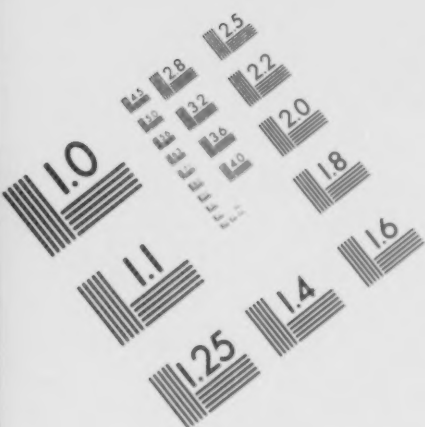


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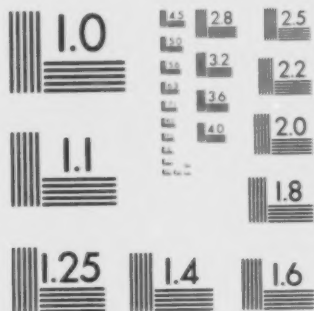
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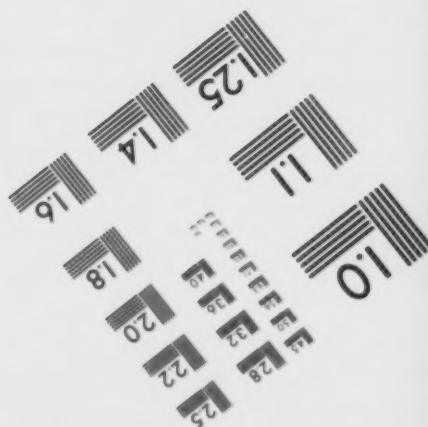
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DISTRICT INDIAN RIVERSCHOOL East Millsboro Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	58.0	56.7	55.3	52.0	50.6	57.0			
Mathematics	55.1	61.8	56.1	58.4	55.5	63.4			
Language/English	63.4	63.6	58.3	57.4	55.0	60.4			
Basic Battery	58.9	60.1	58.0	55.9	53.1	60.2			
Science									
Social Science									

SCHOOL Phillip C. Showell Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	56.0	55.0	53.2	52.9	49.6	52.6			
Mathematics	49.5	56.6	49.6	61.7	53.6	57.8			
Language/English	57.8	59.7	56.7	55.3	52.3	55.7			
Basic Battery	54.4	56.2	52.8	57.4	51.9	54.9			
Science									
Social Science									

SCHOOL Selbyville Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							50.8	48.6	
Mathematics							58.4	56.8	
Language/English							53.6	53.8	
Basic Battery							54.6	53.6	
Science									
Social Science									

SCHOOL Sussex Central Junior

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							53.9	48.0	
Mathematics							56.3	54.0	
Language/English							55.9	58.0	
Basic Battery							56.1	53.0	
Science									
Social Science									

SCHOOL Indian River High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									56.6
Mathematics									53.2
Language/English									53.6
Basic Battery									56.1
Science									53.8
Social Science									54.0

DISTRICT INDIAN RIVER

SCHOOL Sussex Central Senior

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									48.8
Mathematics									48.8
Language/English									53.5
Basic Battery									50.4
Science									48.3
Social Science									49.1

SCHOOL _____

Content Areas	Grades									
	1	2	3	4	5	6	7	8	11	
Reading										
Mathematics										
Language/English										
Basic Battery										
Science										
Social Science										

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

INDIAN RIVER

School District

Charles R. Hudson

District Superintendent

November 5, 1990

Date

I. ANALYSIS OF TEST RESULTS

An analysis of the Spring 1990 Stanford Achievement Test given in the Indian River School District as a part of the Delaware Educational Assessment Program shows above average strengths in all grades.

A two year comparison of district results by quartile provides data on student progress. Gains made by the upper end of our first, second and seventh grades are primarily attributable to achievement gains in language. Gains made by the same top quartile in grades three, four and eight are attributable to improvement in both math and language. Grade eleven improved in all three areas: language, math and reading.

Two Year Comparison by Percent of Students for Major Content Areas

READING

Grade	Quartile 1			Quartile 2			Quartile 3			Quartile 4		
Grade	1989	1990	Change	1989	1990	Change	1989	1990	Change	1989	1990	Change
1	23	13	-10	31	22	-9	20	31	+11	26	34	+8
2	15	13	-2	26	23	-3	29	30	+1	29	34	+5
3	18	12	-6	28	25	-3	27	30	+3	28	33	+5
4	30	22	-8	28	28	0	23	26	+3	20	24	+4
5	21	25	+4	27	28	+1	26	23	-3	26	24	-2
6	23	16	-7	25	24	-1	22	31	+9	30	29	-1
7	26	23	-3	27	23	-4	25	24	-1	22	30	+8
8	26	32	+6	24	24	0	28	20	-8	23	25	+2
11	22	23	+1	28	22	-6	30	30	0	19	25	+6

MATH

Grade	Quartile 1			Quartile 2			Quartile 3			Quartile 4		
Grade	1989	1990	Change	1989	1990	Change	1989	1990	Change	1989	1990	Change
1	24	19	-5	28	21	-7	22	21	-1	26	35	+9
2	16	10	-6	21	19	-2	26	31	+5	37	41	+4
3	20	12	-8	26	25	-1	26	27	+1	28	35	+7
4	24	14	-10	28	28	0	24	26	+2	25	32	+7
5	22	16	-6	21	22	+1	23	30	+7	34	32	-2
6	16	11	-5	18	15	-3	26	23	-3	40	51	+11
7	22	14	-8	24	22	-2	25	27	+2	29	37	+8
8	21	20	-1	24	22	-2	29	28	-1	28	31	+3
11	32	22	-10	25	26	+1	26	31	+5	17	22	+5

LANGUAGE

Grade	Quartile 1			Quartile 2			Quartile 3			Quartile 4		
Grade	1989	1990	Change	1989	1990	Change	1989	1990	Change	1989	1990	Change
1	19	11	-8	24	16	-8	23	24	+1	34	49	+15
2	19	10	-9	25	17	-8	24	31	+7	32	41	+9
3	16	9	-7	30	23	-7	23	30	+7	31	38	+7
4	20	20	0	28	22	-6	30	24	-6	22	34	+12
5	19	19	0	23	23	0	23	32	+9	35	27	-8
6	15	11	-4	24	19	-5	28	30	+2	34	40	+6
7	27	18	-9	25	26	+1	26	23	-3	22	33	+11
8	18	18	0	26	17	-9	23	27	+4	33	38	+5
11	26	20	-6	26	22	-4	30	26	-4	18	32	+14

Upon investigation of total test areas at each grade level comparing the mean NCE to the state and national mean, the following were noted:

- A. Reading - District students scored above national norms in all grades and above state norms in grades one, two, three, six and seven.
- B. Language - District students scored above national and state norms in all grades.
- C. Mathematics - District students scored above national norms in all grades and above state norms in all grades but eleven.
- D. Basic Battery - District students scored above national norms in all grades and above state norms in all grades but eleven.
- E. Using Information - District students scored above national norms in all grades and above state norms in grades one, two, six and seven.
- F. Thinking Skills - District students scored above national norm in all grades and above state norms in grades one through seven.

1990 Stanford 8 Content Areas
Comparison of State and District Scores
(NCE)

		1	2	3	4	5	6	7	8	11
Reading	S	53.3	53.6	53.4	51.7	53.0	51.7	51.3	51.5	54.2
	D	58.5	57.4	56.6	51.5	50.2	55.0	52.6	48.2	52.2
Mathematics	S	54.3	57.1	54.7	54.2	52.6	51.0	51.9	52.3	52.2
	D	55.9	61.0	57.9	55.9	56.0	64.4	57.2	55.1	50.7
Lang./English	S	53.8	59.1	55.9	55.0	53.9	52.9	51.6	52.8	52.3
	D	63.0	61.8	60.4	55.1	54.2	59.6	55.0	56.2	53.5
Basic Battery	S	54.9	56.4	55.4	53.6	53.5	51.9	51.8	52.2	53.8
	D	59.4	60.5	59.3	54.3	53.7	59.2	55.4	53.3	52.8
18-III Science	S									52.7
	D									50.7
Social Studies	S									53.2
	D									51.2
Using Information	S			54.1	53.0	52.8	52.3	52.5	51.6	53.9
	D			57.9	54.4	50.7	55.2	52.8	51.3	50.7
Thinking Skills	S			54.7	52.5	53.1	51.9	50.9	52.4	53.3
	D			57.8	52.9	53.3	56.8	53.2	51.8	50.8

Stanford 8 Content Areas
Regular and Special Education Combined

East Millsboro Elementary

<u>Content Area</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>11</u>
Reading	1989	49.2	52.8	51.5	48.3	53.9	53.6			
	1990	58.0	56.7	55.3	52.0	50.6	57.0			
Mathematics	1989	47.2	55.2	48.9	49.7	53.0	56.5			
	1990	55.1	61.8	56.1	58.4	55.5	63.4			
Language/English	1989	55.6	51.7	54.7	53.3	56.1	55.6			
	1990	63.4	63.6	58.3	57.4	55.0	60.4			
Basic Battery	1989	50.8	53.8	51.7	51.0	54.5	55.2			
	1990	58.9	60.1	58.0	55.9	53.1	60.2			
Science	1989									
	1990									
Social Studies	1989									
	1990									
Using Information	1989			75.3	49.8	55.2	55.0			
	1990			56.7	54.4	51.5	57.4			
Thinking Skills	1989			77.0	50.8	53.9	53.8			
	1990			57.6	54.0	53.3	58.4			

Frankford Elementary

<u>Content Area</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>11</u>
Reading	1989	47.5	49.2	48.0	40.9	42.9	48.0			
	1990	60.3	55.3	60.2	43.8	47.6	49.9			
Mathematics	1989	50.1	53.1	54.2	51.0	49.0	55.4			
	1990	61.9	62.6	64.3	50.2	55.1	59.5			
Language/English	1989	53.2	47.6	46.3	46.0	43.3	48.2			
	1990	65.8	56.8	64.6	43.6	48.8	55.5			
Basic Battery	1989	49.7	50.6	49.8	47.6	45.8	49.7			
	1990	63.6	59.3	65.8	46.6	52.0	54.3			
Science	1989									
	1990									
Social Studies	1989									
	1990									
Using Information	1989			50.1	45.8	46.1	48.4			
	1990			64.2	46.9	48.0	47.9			
Thinking Skills	1989			50.2	45.9	43.8	48.3			
	1990			62.3	43.6	51.5	50.7			

Stanford 8 Content Areas
Regular and Special Education Combined

Georgetown Elementary

<u>Content Area</u>		1	2	3	4	5	6	7	8	11
Reading	1989	51.9	57.8	54.3	47.8	50.0	54.9			
	1990	56.1	56.7	53.8	51.5	46.2	52.0			
Mathematics	1989	50.4	59.6	50.6	48.3	52.9	60.3			
	1990	54.1	57.9	56.5	53.6	53.2	66.2			
Language/English	1989	49.7	59.2	55.8	51.8	54.7	58.0			
	1990	59.0	54.9	59.4	56.7	53.4	58.1			
Basic Battery	1989	51.5	58.9	54.4	49.9	53.0	57.5			
	1990	56.7	58.7	56.5	53.3	50.7	57.6			
Science	1989									
	1990									
Social Studies	1989									
	1990									
Using Information	1989			55.6	50.6	55.6	56.5			
	1990			54.7	54.4	47.7	53.1			
Thinking Skills	1989			53.3	48.6	52.0	55.3			
	1990			54.7	52.6	50.7	56.0			

Lord Baltimore Elementary

<u>Content Area</u>		1	2	3	4	5	6	7	8	11
Reading	1989	62.5	61.4	65.7	60.0	61.2	59.9			
	1990	64.9	63.5	63.8	62.4	63.9	63.5			
Mathematics	1989	58.5	68.7	69.2	61.6	68.6	65.9			
	1990	59.9	65.8	64.1	61.1	67.6	70.6			
Language/English	1989	70.5	61.6	68.3	62.1	65.5	63.6			
	1990	72.4	66.7	64.9	66.0	65.2	67.2			
Basic Battery	1989	62.9	65.0	68.5	63.3	65.6	63.5			
	1990	66.4	67.7	66.1	63.8	66.8	67.0			
Science	1989									
	1990									
Social Studies	1989									
	1990									
Using Information	1989			66.4	63.0	61.6	59.4			
	1990			64.5	63.2	61.6	62.9			
Thinking Skills	1989			68.1	65.4	63.5	58.8			
	1990			64.6	62.4	65.2	64.6			

Stanford 8 Content Areas
Regular and Special Education Combined

Phillip C. Showell Elementary

<u>Content Area</u>		1	2	3	4	5	6	7	8	11
Reading	1989	49.5	54.2	52.0	49.3	53.8	50.0			
	1990	56.0	55.0	53.2	52.9	49.6	52.6			
Mathematics	1989	46.0	50.9	52.1	50.0	53.6	54.5			
	1990	49.5	56.8	49.8	61.7	53.6	57.8			
Language/English	1989	52.3	53.1	53.0	52.0	57.7	54.1			
	1990	57.8	59.7	56.7	55.3	52.3	55.7			
Basic Battery	1989	48.0	52.6	53.7	50.4	56.4	52.7			
	1990	54.4	56.2	52.8	57.4	51.9	54.9			
Science	1989									
	1990									
Social Studies	1989									
	1990									
Using Information	1989			55.4	52.3	57.8	53.8			
	1990			52.5	59.7	50.4	53.2			
Thinking Skills	1989			49.9	49.1	54.8	49.2			
	1990			51.6	58.0	50.3	50.6			

Selbyville Middle School

<u>Content Area</u>		1	2	3	4	5	6	7	8	11
Reading	1989							47.3	49.8	
	1990							50.8	48.6	
Mathematics	1989							54.0	53.8	
	1990							58.4	56.8	
Language/English	1989							48.3	53.2	
	1990							53.6	53.8	
Basic Battery	1989							49.4	53.1	
	1990							54.6	53.6	
Science	1989									
	1990									
Social Studies	1989									
	1990									
Using Information	1989							46.7	48.1	
	1990							50.3	49.6	
Thinking Skills	1989							47.5	50.5	
	1990							51.5	51.6	

Stanford 8 Content Areas
Regular and Special Education Combined

Sussex Central Junior High

Content Area		1	2	3	4	5	6	7	8	11
Reading	1989							49.6	50.3	
	1990							53.9	48.0	
Mathematics	1989							51.9	51.5	
	1990							56.3	54.0	
Language/English	1989							49.4	55.7	
	1990							55.9	58.0	
Basic Battery	1989							51.5	51.4	
	1990							56.1	53.0	
Science	1989									
	1990									
Social Studies	1989									
	1990									
Using Information	1989							49.7	48.9	
	1990							54.5	52.5	
Thinking Skills	1989							49.3	50.6	
	1990							54.5	51.9	

Indian River High

Content Area		1	2	3	4	5	6	7	8	11
Reading	1989									49.8
	1990									56.6
Mathematics	1989									46.3
	1990									53.2
Language/English	1989									49.1
	1990									53.6
Basic Battery	1989									47.7
	1990									56.1
Science	1989									48.0
	1990									53.8
Social Studies	1989									49.6
	1990									54.0
Using Information	1989									45.7
	1990									53.5
Thinking Skills	1989									46.8
	1990									54.2

**Stanford 8 Content Areas
Regular and Special Education Combined**

Sussex Central High

<u>Content Area</u>		1	2	3	4	5	6	7	8	11
	1989									45.7
Reading	1990									48.8
	1989									46.2
Mathematics	1990									48.8
	1989									49.4
Language/English	1990									53.5
	1989									46.3
Basic Battery	1990									50.4
	1989									45.5
Science	1990									48.3
	1989									48.0
Social Studies	1990									49.1
	1989									45.4
Using Information	1990									48.5
	1989									46.1
Thinking Skills	1990									48.2

II. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

Indian River School District established one goal which was priority for the 1989-90 school year. That goal was to improve scores in all areas for grades seven, eight and eleven. In order to achieve that goal, the following activities took place:

- A. The Assistant Superintendent, Administrative Assistant for Curriculum, and the Supervisor of Special Services met with a committee at each secondary school which was made up of building administrators and English and math teachers. This group analyzed their building's results and planned activities to improve student scores.
- B. A committee of district administrators developed district-wide strategies for improved results from student testing. These strategies ranged from techniques and incentives to motivate students to perform at their best, modifications of building test administration practices to provide the best atmosphere for test taking, and the cessation of off-grade testing to prevent student apathy due to too-frequent testing. In addition, district administrators and teachers visited other secondary schools in the state to discuss curriculum testing and school climate issues. Finally, a group of teachers and administrators investigated the high correlation of low mathematics scores in vocational education students with the lack of recent mathematics course work.
- C. Indian River School District continued to place greatest emphasis however, on long-term goals. These included teacher inservice in various curriculum areas and higher order thinking skills. They also encompassed a continuation of our five-year curriculum update and review with emphasis on improved study skills, enhanced writing strategies, and reading in the content area and finally, greater attention to vertical and horizontal articulation in subject areas.

III. DISTRICT PRIORITY STATEMENT 1990-91 SCHOOL YEAR

Areas of priority established during the 1989-90 school year will remain a concern during 1990-91. Reading vocabulary and comprehension as well as mathematics concepts and applications will continue to be heavily stressed at all secondary grades.

Long-term goals will continue a primary concern. These goals will reflect an emphasis upon teacher inservice and curriculum refinement.

IV. PLAN TO REMEDY WEAKNESSES

In an effort to improve the overall educational program for our students, Indian River School District will spend the 1990-91 school year as a planning year prior to embarking upon grade level reorganization in the 1991-92 school year. Although district plans are for grade reorganization in September of 1991, there is full knowledge that this is just the first step of a three to five year phase-in period. This phase-in period will be required to fully implement all planned areas of growth.

Specific plans include the establishment of a middle school program for students in grades six, seven and eight. This program will incorporate interdisciplinary teams, block scheduling, advisor-advisee teacher-student relationships and a greater emphasis upon skills through exploration.

Grade nine students will be moved to the two district high schools; one of which has already embarked upon a RE:Learning Project this current school year.

The reorganization effort will provide positive results to the long range goals of improved levels of staff expertise and curriculum refinement. Improvements in these areas will promote overall student gains in cognitive and affective areas which will in turn be reflected in improved test performance.

LAKE FOREST SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT LAKE FOREST

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	56.0	53.1	52.2	50.7	55.5	50.1	50.1	51.1	53.1
Mathematics	59.1	57.4	51.2	53.5	57.9	50.4	49.9	54.5	48.8
Language/English	60.5	56.8	54.6	51.2	56.1	51.3	48.0	53.5	54.7
Basic Battery	57.5	56.2	53.0	51.3	56.9	49.8	49.5	52.9	52.7
Science									51.7
Social Science									49.6

SCHOOL Lake Forest East Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.0	55.8	50.5	53.4	56.0	54.6			
Mathematics	51.3	59.0	52.1	54.7	58.4	58.9			
Language/English	58.3	54.8	51.4	54.0	57.6	55.0			
Basic Battery	54.2	57.9	52.3	54.4	57.9	56.0			
Science									
Social Science									

SCHOOL Lake Forest North Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	55.9	51.0	50.0	49.2	53.2	48.5			
Mathematics	61.4	61.4	48.9	52.7	59.4	48.7			
Language/English	59.6	58.1	55.0	49.1	54.0	51.9			
Basic Battery	58.2	57.5	51.5	49.4	55.6	49.1			
Science									
Social Science									

SCHOOL Lake Forest South Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	56.8	53.4	55.8	49.9	57.4	49.1			
Mathematics	61.2	50.9	52.6	53.5	56.0	47.1			
Language/English	63.0	56.5	56.8	51.2	57.2	48.4			
Basic Battery	58.7	53.2	55.0	50.7	57.4	46.8			
Science									
Social Science									

DISTRICT LAKE FOREST

SCHOOL W.T. Chipman Junior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading							50.1	51.1	
Mathematics							49.9	54.5	
Language/English							48.0	53.5	
Basic Battery							49.5	52.9	
Science									
Social Science									

SCHOOL Lake Forest High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									53.1
Mathematics									48.8
Language/English									54.7
Basic Battery									52.7
Science									51.7
Social Science									49.6

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

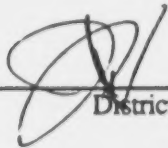
Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

Lake Forest

School District



District Superintendent

10/15/90

Date

II. ANALYSIS OF TEST RESULTS

- A. A complete item analysis was done on all schools in the district by the assistant for instructional services.
- B. The item analysis took two separate formats, viz.:
 - 1. Strengths and weaknesses
 - a. Determining areas of strength using a difference of +5 or more on the 1 mean NCE scores when each school's results were compared to other Delaware results.
 - b. Determining weak areas using a difference of -5 or more on the mean NCE
 - 2. Weak clusters based upon mean percentages value.
A score below 60% was considered to be weak.
- C. All scores were thus tabulated and compared for each of the five schools in the district.
- D. The following schools and subject areas were thus identified as most in need of remediation.

Grade 2-North, East & South--division with whole numbers
South--multiplication with whole numbers
Grade 3-North, East--concepts of numbers
Grade 4-North--concepts of numbers
East--fractions; addition and subtraction with fractions
South--fractions; concept of numbers
Grade 6-South--geometry and measurements
Grade 7-WTC--computation with percent
Grade 8-WTC-percent; computation with percent
Grade 9-LFHS--concepts of numbers; computation; thinking skills (mathematics)
Grade 10-LFHS--concepts of numbers; computation; math applications; thinking skills (math)
Grade 11-LFHS--concepts of numbers; math applications; homophones; thinking skills (math)

III. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

A. Last year Lake Forest identified four major areas needing our special attention, viz.:

1. East mathematics grades 1 and 2
2. North mathematics grades 3 and 5
3. South language grades 1 and 2
4. High School math grades 9, 10 and 11

B. Utilizing the +5 and/or -5 difference in the mean NCE as stated in section IIB, the following results were obtained:

1. East - grade 1 math (students now in grade 2)
10 clusters--2 showed a deficit of -5 or more
--4 scored above +5 (+10,+18,+10,+11)
2. East - grade 2 math (students now in grade 3)
10 clusters--3 showed a deficit of -5 or more
3. North - grade 3 math (students now in grade 4)
12 clusters--0 showed a deficit of -5 or more
--3 scores above +5 (+10,+8,+14)
4. North - grade 5 math (students now in grade 6)
11 clusters--0 showed a deficit of -5 or more
--6 scored above +5 (+5,+7,+6,+7,
+6,+7)
5. South - grade 1 language (students now in gr. 2)
6 clusters--0 showed a deficit of -5 or more
6. South - grade 2 language (students now in gr. 3)
11 clusters--0 showed a deficit of -5 or more
7. LFHS - math grades 9, 10, 11
9 clusters--only one showed a deficit of -5
or more

IV. DISTRICT PRIORITY STATEMENT 1990-91 SCHOOL YEAR

While all grade levels in all five schools will be engaged in a remediation plan of action, emphasis will be placed upon the area of mathematics concentrating on the schools, grades and items listed in IID.

V. PLAN TO REMEDY WEAKNESSES

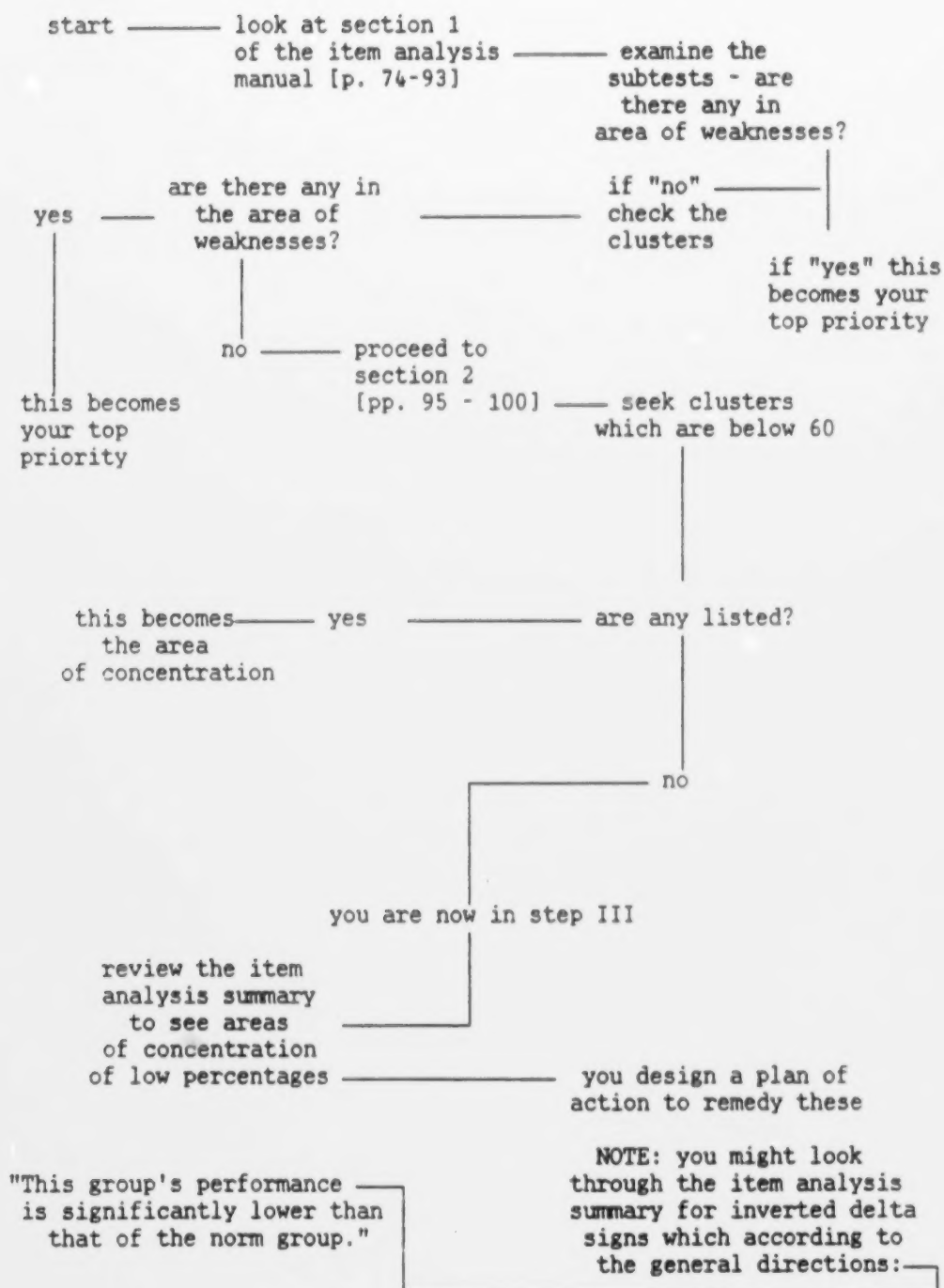
A. The assistant for instructional services has established a timetable (attached) and a procedure in an attempt to improve on our weak areas.

B. The procedure includes:

1. Inservice with district building administrator
2. Visit with faculties
3. Listing of priorities and a step-by-step procedure for remediation (attached)
4. A timetable (attached)

ESTABLISHING PRIORITIES

104a



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DEAP PLAN OF ACTION TIMETABLE

EVENT	PURPOSE	TIME FRAME	PERSON RESPONSIBLE	PERSON(S) INVOLVED	VERIFICATION
1. Do an item analysis	1. To determine areas of weaknesses	1. July 1990	1. Dr. Gilbert	1. -	1. Report is prepared
2. Present documentation to superintendent and Board of Education	2. Feedback on the district's overall analysis and results	2. August 1990	2. Dr. Gilbert	2. -	2. Document is submitted and approved
3. Review with building administration	3. To make them aware of procedure to be used and to obtain input	3. August 1990 (after State Board approval of DEAP)	3. Dr. Gilbert	3. Building principals and assistant principals	3. Reported in minutes of meeting
4. Review with faculties of individual schools or department and prepare a plan of attack	4. Remediation of weak areas	4. Sept.-Oct. 1990	4. Dr. Gilbert	4. Grade level/department chairpersons	4. Meetings are held
5. Review with teachers the plan of action, making comments if necessary, noting measurable objectives and signing document	5. Lend assistance and provide leadership to teachers	5. October-November 1990	5. Building principals and grade level/department chairpersons	5. Teachers	5. Documents are sent to curriculum office
6. Report is sent to Board	6. Assurance of compliance as well as informational	6. January 1991	6. Dr. Gilbert	6. -	6. Report is submitted
7. Carrying-out plan of action	7. Remediation	7. Oct. 1990 March 1991	7. Teachers	7. -	7. Plans are implemented
8. District remediation plan is sent to D.P.I. for State legislature	8. Information and verification	8. Oct. 1990	8. Dr. Gilbert	8. -	8. Report is submitted
9. Review of plan of action in terms of measurable objectives results	9. Assurance of compliance as well as informational	9. March 1991	9. Principals	9. Teachers	9. Statement of assessment is submitted to principals
10. Signed statements of assessment sent to assistant for instructional services	10. Documentation	10. May 1991	10. Principals	10. -	10. Statement of assessment is submitted by principals
11. Analysis is made.	11. To determine progress made	11. July 1991	11. Dr. Gilbert	11. -	11. Report is prepared

LAUREL SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT LAUREL

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	45.2	46.6	49.0	50.1	48.6	46.0	48.7	47.9	50.4
Mathematics	47.6	46.7	48.7	57.5	57.9	46.1	51.3	46.8	46.5
Language/English	50.4	53.0	49.8	54.2	48.7	45.5	45.9	48.1	52.0
Basic Battery	45.9	48.2	49.8	54.1	51.6	46.5	48.8	48.4	50.4
Science									48.0
Social Science									51.7

SCHOOL West Laurel Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	45.2	48.5							
Mathematics	47.6	43.8							
Language/English	50.4	46.5							
Basic Battery	45.9	48.2							
Science									
Social Science									

SCHOOL North Laurel Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading		46.0	49.0	50.1					
Mathematics		47.6	48.7	57.5					
Language/English		55.1	49.8	54.2					
Basic Battery		48.2	49.8	54.1					
Science									
Social Science									

SCHOOL Laurel Central Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading					48.6	46.0	48.7	47.9	
Mathematics					57.9	46.1	51.3	46.8	
Language/English					48.7	45.5	45.9	48.1	
Basic Battery					51.6	46.5	48.8	48.4	
Science									
Social Science									

DISTRICT LAUREL

SCHOOL Laurel Senior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									50.4
Mathematics									46.5
Language/English									52.0
Basic Battery									50.4
Science									48.0
Social Science									51.7

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

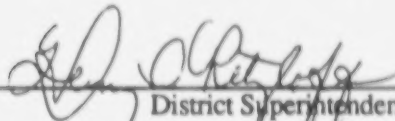
Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

Laurel

School District



District Superintendent

Heinz Retzlaff, Superintendent

November 1, 1990

Date

II. Analysis of Test Results

State Test Summative Reports

Grade	<u>Rdg.</u>		<u>Spg.</u>		<u>Lang.</u>		<u>Math</u>		<u>Listening</u>		<u>Sci.</u>	<u>Soc. St.</u>
	89	90	89	90	89	90	89	90	89	90	89	90
1	41	43	41	43	42	50	43	48	50	46		
2	48	47	52	50	54	53	50	47	52	51		
3	50	49	52	50	50	50	53	49	48	48		
4	45	50	51	52	46	54	48	58	48	49		
5	44	49	47	49	44	49	41	58	44	46		
6	46	46	46	49	47	46	43	46	47	47		
7	47	49	48	49	47	46	46	51	43	46		
8	44	48	49	50	47	48	45	47	40	51		
11	49	50	50	50	50	52	43	47			44 48	44 52

- 30 scores increased
- Grade 1 students showed strong increases in Reading, Spelling, Language and Math.
- Grade 4 students showed strong increases in Reading, Spelling, Language and Math.
- Middle Schoolers showed strong increase in Math as well as advances in other areas.

Results in Thinking Skills were as follows:

	<u>89</u>	<u>90</u>
1.	—	—
2.	—	—
3.	50	48
4.	46	53
5.	41	52
6.	44	47
7.	46	49
8.	44	50
11.	48	48

Five grades tested increased and one did not change.

Quartile Referenced

A further analysis was done to evaluate the quartile distribution of the students' scores, thus providing another comparison with the norm group. These data show the percent of district students whose scores fell within the four quartiles. First, fourth and fifth grades show the greatest movement.

	Quartile 1			Quartile 2			Quartile 3			Quartile 4		
	89	90		89	90		89	90		89	90	
1.	49	26	-23	19	37	18	12	23	11	20	14	-6
2.	21	32	11	29	23	-6	29	17	-12	21	28	7
3.	25	25	0	25	26	1	25	28	3	25	21	-4
4.	32	17	-15	30	23	-7	20	29	9	17	30	13
5.	42	21	-21	22	38	16	18	16	-2	18	25	7
6.	34	35	1	28	25	-3	23	22	-1	16	19	3
7.	31	28	-3	30	24	-6	22	28	6	17	20	3
8.	32	27	-5	36	33	-3	17	21	4	16	19	3
11.	27	19	-8	31	32	1	25	32	7	17	17	0

III. Evaluation of Last Year's Accomplishments

District priorities for 1989-90 included the following:

Reading

- Vocabulary - Grades 4 - 11
- Comprehension - Grades 1,5,6,8;

Mathematics

- Problem Solving - All grades
- Geometry/Measurement - Grades 4 - 6
- Fractions - All grade
- Whole Numbers - Grades 1,5,6,8;

Language

Capitalization - General
Punctuation - Grades 1,4,5,7
Sentence Correctness/Effectiveness;

Study Skills

Dictionary - Grades 4,5,8
Locating Information - Grades 7,8,11;

Listening

Vocabulary - Grades 5 - 8
Comprehension - Grades 5,7;

Thinking

Number Concepts - Grades 4 - 8, 11;

The critical areas are reading/writing and problem solving.

Reading scores improved or remained the same in all grades except 2 + 3. Language scores improved or remained the same in all grades except grade 2. Listening went up or remained the same in all grades except grades 1,2. Thinking skills scores went up or remained the same in all grades except grade 3.

IV District Priority Statement for 1990-91 school year

District priorities for 1990-91 will include the following:

Reading	Science
Grades - 1-8,11	Grade 11
Mathematics	Thinking Skills
Grades - 1,2,3,6,7,8,11	Grades - 1-3,5-8,11
Language	Social Studies
Grades - 1-8,11	Grades - 11
Listening	
Grades - 1-3,5-8,11	

The critical area is reading.

V. Plan to Remedy Weaknesses

Long Range Goal

To increase all mean NCE's to the state level in all subject areas.

Short Term Objective for 1990-91

Improve NCE's scores in all subject areas.

Activities

1. Staff development in whole language
2. Review and implement new reading program
3. Continue DEAP Item Analysis review procedures with staff
 - a. provide state DEAP reports to principal
 - b. prepare action plans

Major Programs

The structure change in ECIA Chapter I program should improve reading achievement for elementary students with reading problems. Block grouping for reading and math will continue to improve scores as well. Computer use and networking will help increase scores.

Long Range Educational Improvement Effort

1. Staff development (i.e. whole language, Math Their Way, etc.)
2. Team teaching concept
3. New reading program

DPI Technical Assistance

We plan to request DPI assistance in the following areas:

1. Assistance in providing elementary school reading staff development
2. Consultation on mathematics inservice programs
3. Consultation on whole language programs
4. Training in test analysis and test administration

MILFORD SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT MILFORD

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	50.8	51.8	49.4	52.7	52.5	50.5	52.9	52.1	56.8
Mathematics	53.9	59.0	52.7	56.6	55.0	55.2	57.7	59.4	56.7
Language/English	56.9	58.1	51.3	56.3	56.1	53.1	54.5	55.1	52.6
Basic Battery	53.4	56.2	52.4	54.8	54.0	52.5	54.8	54.6	54.8
Science									52.8
Social Science									51.8

SCHOOL Benjamin Banneker Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	47.4	52.1	46.8						
Mathematics	51.1	58.7	48.5						
Language/English	55.9	58.7	47.1						
Basic Battery	50.8	56.9	48.7						
Science									
Social Science									

SCHOOL Lulu M. Ross Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	57.5	51.1	52.1						
Mathematics	59.5	59.6	57.3						
Language/English	58.8	57.2	55.7						
Basic Battery	58.4	55.0	56.1						
Science									
Social Science									

SCHOOL Lakeview Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				52.7					
Mathematics				56.6					
Language/English				56.3					
Basic Battery				54.8					
Science									
Social Science									

DISTRICT MILFORD

SCHOOL Milford Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading					52.5	50.5	52.9	52.1	
Mathematics					55.0	55.2	57.7	59.4	
Language/English					56.1	53.1	54.5	55.1	
Basic Battery					54.0	52.5	54.8	54.6	
Science									
Social Science									

SCHOOL Milford Senior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									56.8
Mathematics									56.7
Language/English									52.6
Basic Battery									54.8
Science									52.8
Social Science									51.8

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

MILFORD

School District

Charles Moses

Charles Moses
District Superintendent

October 31, 1990

Date

MILFORD SCHOOL DISTRICT

Milford, Delaware 19963

II: ANALYSIS OF TEST RESULTS

A. Table 1 - Basic Battery

The Basic Battery results by grade indicate a rebound in test scores particularly at grades 1, 2 and 3 which were an area of weakness last year. As indicated by Table 1, this rebound is across both regular and special education students. The highest mean for the district is at grade 2 for all students. The low is at grades 5 and 6 (grade 5 would correspond to the group of students who were lowest at grade 4 last year).

As was the case last year, the means for special education students generally increased through the grades and decreased in disparity as compared to regular students at the upper grades. This appears to indicate some progress in catching up of special education students throughout their years of schooling. While they are not necessarily equivalent groups of students, there is an 11.6 difference between the means of grade 1 special education students and grade 11 special ed students.

This Table 1 shows a general improvement of test scores when comparing the results of the 1989 testing to the 1990 testing. Again, the strongest show of growth is among special education students through the grades.

B. Table 2 - Mathematics

The district means for total math are higher than the means for '89 at every grade level. The district is below the state mean only at grades 1 and 3. Throughout the grades, the district is consistently above the national mean (50.0). The math computations subscale continues to be the strongest area for our students on the math test. The high mean for the district is at grade 8 (59.4) for the total math, and at grade 4 on the math computation (65.4). While the results for the first three grades are lower than those of grades 4 through 11, these 3 grades are higher than they were last year.

This continues to be the strongest scale for the district, as has been the case for the past several years.

C Table 3 - Reading

The district means for reading were average at all grade levels except third grade. The results are generally a little higher than last year, particularly in the first three grades. Through-the-grade comparisons indicate growth for groups of students from one grade level to the next. First grade results at Ross School, where 50% of the first grade teachers were involved with piloting our new reading program, show significantly higher means than last year. Hopefully this foreshadows growth through grade 8 for next year, as the new reading program has been implemented from grades 1 through 8. The most significant results in reading are the slightly higher scores in grades 1 through 3.

D. Table 4 - Language

Throughout the total language battery, as well as on the language mechanics and language experience subscales, the district was above the 50th percentile. On the total language scale, the district is below the state mean at grades 1, 2 and 3 and above for grades 4 through 11. This appears to indicate a language development deficit which is caught up by grade 4. Another interesting score trend to follow is the through-the-grade comparisons of means. The 1989 district mean for grade 1 can be compared to the 1990 district mean for grade 2. This allows one to follow a group of students to compare their current performance to that of last year. For example, the district mean at grade 1 in '89 was 44.2 while the district mean at grade 2 in 1990 is 58.1 - that group of students gained 13.9 on total language. In making this comparison through-the-grades on total language, all but grades 6 and 11 improved their scores from their previous performance.

E. Table 5 - Other subscales

Spelling continues to be the only subscale where several grade levels scored below the national mean of 50.0. However, there is through-the-grade growth at all but one grade level. Using Information is up at all but one grade level (6 grade). Thinking Skill scores were up at every grade level.

SUMMARY

This being the second year for administration of the Stanford test, the 1990 results can be compared to 1989. This allows for a comparison of trends through-the-grades (i.e., comparing the 1990 results of each grade level on a particular subtest to the results for that group of students on the previous year test results). On the basic battery the district is above the national average at all grade levels across all subtests. The district is above the state mean at grades 4, 6, 7, 8 and 11; reproducing the 1989 trend of score weaknesses at grades 1, 2 and 3. The weakness at these early grades may be attributed to cultural and social deficits of low SES and isolated rural children. However, the general trends of the test scores indicate that these early deficits are overcome as children move through the grades toward graduation.

The accompanying tables 1 through 5 allow for within grade comparison (across two years), through-the- grade comparison (as children move from one grade to the next), and district to state comparisons across grade levels and all subtests.

While mathematics tends to be the strongest area of achievement for the school district, reading tends to be a weaker area, particularly at grades 1 through 3.

III. **EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS**

1. Implementation of the science curriculum continues with classroom implementation in September, 1989. Staff inservice will be implemented in the Fall of 1989.

Evaluation:

New textbooks have been purchased for grades 2 through 8 during the past two years. Teachers have received inservice training focusing on a hands on approach to science instruction. In the spring of 1990, the High School began a multi-year curriculum revision with a task force to revise our ninth grade biology program. This study is likely to

conclude with implementation of a revised biology curriculum in September of 1991. The Science Department at the Middle School has initiated a plan to develop a Science Technology Lab for grades 7 and 8. This program is likely to begin implementation in September of 1991, also.

2. Thinking Skills across our curriculum is a major inservice commitment of the school district. Plans have been made to expose the entire instructional staff to a program presented by our administrators and teachers.

Evaluation: This major inservice initiative was undertaken during the 89-90 school year, exposing all instructional staff to Thinking Skills inservice training. This effort has resulted in an increase in Thinking Skill scores on the Stanford throughout the grades. We plan to continue to focus staff development in this important area.

3. The primary grades are a priority for the district. In our curriculum and instructional reviews, these targeted groups will be given careful attention to develop strong language, reading and math skills.

Evaluation: The district has implemented the "Writing To Read" holistic writing program by (IBM) in Kindergarten and grade 1. This computerized approach to holistic and developmentally appropriate language development should impact on our language scores in two or three years.

4. For at least the next two years, the district will focus curricular and instructional resources on the implementation of a new reading program, now in the pilot stage. This is not likely to influence DEAP test scores until the 1991 administration. (If then, considering that we do not know what the testing program will be.)

Evaluation:

Full implementation of the "World Of Reading" published by the Silver Burdett Company is in progress as of September, 1990. The 1990 reading scores are a little higher, particularly at the grade levels where the pilot reading program took place. In addition, the "Writing To Read" program, a computerized Language Arts program, is in the process of being implemented in Kindergarten and grade 1.

5. Curriculum development will focus on Social Studies and Literature in grades 5 through 12.

Evaluation:

As of September, 1990 a curricular task force of teachers from the High School and Middle School have been meeting to discuss the scope and sequence of our Social Studies program. This is a preliminary step to curricular changes in the Social Studies area. In the spring of 1991, a group of teachers will participate in a curricular task force to review our Literature program in grades 7 through 12 on the intermediate level of instruction.

IV. DISTRICT PRIORITY STATEMENT 1990-91 SCHOOL YEAR

1. Continue with the implementation of the Science curriculum revisions at the Middle School and High School.
2. Continue with staff development in the area of Thinking Skills across all content areas and schooling levels.
3. For the second year of a two year focus, the district will concentrate on the implementation of our new reading program. As a second phase of the review of Language Arts curriculum, in January, 1991 we will begin a study of our writing program throughout the grades. In addition, the remedial reading program at the High School is being revised for implementation in September, 1991.
4. We will continue the curricular task force in Social Studies (grades 5 through 12) that began in September, 1990.

V. PLAN TO REMEDY WEAKNESSES

The long range performance expectations for the school district focus on the first three grades in all testing areas, with an added emphasis in reading. While we would work toward the maximum testing performance for all students across all grades, research has indicated that early intervention with young children may set the tone for school success throughout the grades. With this in mind, there are two components to the district's plan to remedy weaknesses.

First, as stated above (IV), curricular task forces will continue to revise and refine our curriculum and instructional delivery. These groups of teachers and administrators will meet regularly to work on improving these content and skill areas of our curriculum.

Second, the district will continue to work through the professional staff, advisory groups and other interested community groups to meet special needs of at risk students through special student assistance programs. The At Risk grant and Drug Free Schools grant are resources which can be brought to bear on the school performance of children as related to social and emotional factors that influence school performance.

With the improvement of curriculum and instruction and the creation of student assistance programs to focus on individual and special needs, we would hope that the maximum student achievement would be obtained for all students at all grade levels through incremental improvement of programs and thereby influencing student performance incrementally. This is a long term process.

TABLE 1

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

STANFORD ACHIEVEMENT TEST - 1990
BASIC BATTERY (mean by grade)

MEAN NCE - NATIONAL = 50

<u>GRADE 1</u>	<u>ALL STUDENTS</u>		<u>REGULAR STUDENTS</u>		<u>SP. ED. STUDENTS</u>	
	'89	'90	'89	'90	'89	'90
State	49.7	54.9		55.9		33.3
District	47.9	53.4	50.4	54.4	20.6	22.5
Banneker	49.4	50.8	51.0	51.4	24.4	19.0
Ross	45.8	58.4	49.3	60.3	17.5	24.5

GRADE 2

State	53.4	56.4		56.4		31.3
District	51.0	56.2	53.4	56.5	20.4	37.1
Banneker	50.8	56.9	51.9	57.3	27.6	36.8
Ross	51.2	55.0	54.9	55.3	17.4	37.4

GRADE 3

State	53.4	55.4		57.4		28.4
District	50.3	52.4	55.2	54.4	21.2	31.4
Banneker	51.5	48.7	56.0	51.5	23.6	29.0
Lakeview	47.0	---	49.4	---	32.4	---
Ross	50.2	56.1	56.6	57.2	14.1	36.9

GRADE 4

State	51.9	53.6		55.8		27.0
District	54.8	54.8	58.0	58.7	32.4	28.6

GRADE 5

State	51.4	53.5		56.2		23.8
District	49.0	52.5	51.6	56.6	24.7	31.6

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

STANFORD ACHIEVEMENT TEST - 1990
BASIC BATTERY (mean by grade)

MEAN NCE - NATIONAL = 50

		ALL STUDENTS		REGULAR STUDENTS		SP. ED. STUDENTS	
	'89	'90		'89	'90	'89	'90
<u>GRADE 6</u>							
State	50.4	51.9		54.3			24.0
District	52.7	52.5	56.6	54.0	30.4		27.9
<u>GRADE 7</u>							
State	50.2	51.8		54.3			22.2
District	51.1	54.8	54.3	58.5	28.6		28.2
<u>GRADE 8</u>							
State	50.7	52.2		54.8			21.5
District	54.4	54.6	56.7	58.2	21.4		25.5
<u>GRADE 11</u>							
State	51.6	53.8		55.3			23.5
District	54.0	54.8	54.4	55.7	31.5		34.1
Complete Battery							
State	51.5	53.8		55.2			24.5
District	53.2	54.1		55.0			33.4

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

TABLE 2

STANFORD ACHIEVEMENT TEST - 1990
MATHEMATICS (mean by grade)

	TOTAL MATH		CONCEPTS OF NUMBERS		MATH COMPUTA- TIONS		MATH APPLICA- TIONS	
<u>GRADE 1</u>	'89	'90	'89	'90	'89	'90	'89	'90
State	50.7	54.3	51.0	54.1	50.8	54.1	49.8	52.9
District	47.9	53.9	46.5	51.1	50.0	56.8	46.7	52.0
Banneker	47.2	51.1	45.7	48.4	49.0	53.2	45.8	50.3
Ross	49.0	59.5	48.0	56.8	51.8	64.2	48.3	55.6
<u>GRADE 2</u>								
State	52.9	57.1	52.7	56.1	52.4	55.5	52.3	57.0
District	53.1	59.0	52.1	57.4	56.7	60.1	47.8	55.6
Banneker	50.1	58.7	48.2	56.0	54.8	60.5	45.1	55.7
Ross	56.5	59.6	56.3	59.8	58.8	59.5	50.9	55.5
<u>GRADE 3</u>								
State	52.0	54.7	51.3	54.1	51.8	54.6	52.4	53.6
District	51.9	52.7	48.7	49.4	56.1	58.0	49.9	48.0
Banneker	53.4	48.5	52.4	46.1	57.9	53.6	50.1	44.6
Lakeview	48.9	---	42.8	---	56.6	---	47.8	---
Ross	51.1	57.3	46.8	53.0	53.8	62.6	50.5	51.7
<u>GRADE 4</u>								
State	50.8	54.2	50.0	53.1	50.1	55.3	51.1	52.1
District	56.2	56.6	52.2	52.4	63.0	65.4	51.1	49.5
<u>GRADE 5</u>								
State	49.7	52.6	50.6	51.4	48.9	51.4	49.6	52.7
District	50.1	55.0	51.6	56.0	51.6	55.4	47.5	52.4
<u>GRADE 6</u>								
State	48.7	51.0	49.4	51.0	47.9	50.4	49.5	50.8
District	53.3	55.2	53.8	54.6	53.5	54.6	51.2	53.5

TABLE 2 (cont.)

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

STANFORD ACHIEVEMENT TEST - 1990
MATHEMATICS (mean by grade)

	TOTAL MATH		CONCEPTS OF NUMBERS		MATH COMPUTA- TIONS		MATH APPLICA- TIONS	
<u>GRADE 7</u>	'89	'90	'89	'90	'89	'90	'89	'90
State	49.7	51.9	49.5	51.2	50.5	52.1	48.4	50.8
District	54.8	57.7	54.6	54.5	56.1	60.5	51.5	54.7
<u>GRADE 8</u>								
State	50.5	52.3	50.7	51.7	50.3	51.6	49.9	51.9
District	55.6	59.4	55.0	58.0	59.1	61.5	51.3	55.1
<u>GRADE 11</u>								
State	51.3	52.2						49.9
District	55.4	56.7	n.a.		n.a.		n.a.	49.9

TABLE 3

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

STANFORD ACHIEVEMENT TEST - 1990
READING (mean by grade)

	TOTAL READ- ING		WORD STUDY SKLS		READING VOCABU- LARY		READ- ING COMP	
GRADE 1	'89	'90	'89	'90	'89	'90	'89	'90
State	48.4	53.3	49.3	54.7	46.3	51.3	48.3	52.7
District	46.8	50.8	46.0	53.0	44.2	47.0	47.3	50.6
Banneker	47.5	47.4	44.6	50.0	44.2	43.4	47.7	47.4
Ross	45.8	57.5	48.3	59.1	44.2	54.3	46.6	57.2
					(word read.)			
GRADE 2								
State	52.4	53.6	52.5	53.7	51.8	51.9	51.9	54.3
District	47.7	51.8	45.4	51.2	47.2	49.1	48.1	53.3
Banneker	46.4	52.0	43.1	49.6	45.5	49.1	46.8	54.8
Ross	48.9	51.1	47.8	54.2	48.9	49.3	49.5	50.9
GRADE 3								
State	52.8	53.4	52.5	52.9	51.9	51.7	52.7	54.1
District	49.8	49.4	48.1	46.9	49.9	48.1	49.7	50.7
Banneker	50.3	46.8	48.4	43.3	51.1	44.8	51.0	48.5
Lakeview	46.1	---	43.8	---	49.8	---	47.4	---
Ross	50.6	52.1	49.3	50.8	48.6	52.7	49.2	52.9
GRADE 4								
State	50.6	51.7			49.7	51.0	51.5	52.1
District	52.8	52.7	n.a.		50.6	51.5	54.3	53.5
GRADE 5								
State	51.2	53.0			50.6	52.6	51.6	52.8
District	47.9	52.5	n.a.		48.6	52.7	48.0	51.8
GRADE 6								
State	51.2	51.7			49.3	51.1	52.3	51.6
District	51.5	50.5	n.a.		49.0	50.1	52.5	50.5
GRADE 7								
State	50.7	51.3			50.8	51.5	50.5	51.4
District	49.8	52.9	n.a.		46.9	49.7	51.4	55.1
GRADE 8								
State	51.0	51.5		III-116	49.9	51.1	51.6	52.2
District	54.3	52.1	n.a.		52.0	49.1	55.2	54.8

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

STANFORD ACHIEVEMENT TEST - 1990
READING (mean by grade)

	TOTAL READ- ING		WORD STUDY SKLS		READING VOCABU- LARY		READ- ING COMP	
<u>GRADE 11</u>	'89	'90	'89	'90	'89	'90	'89	'90
State	51.6	54.2			51.1	53.4	51.8	54.6
District	55.3	56.8	n.a.		53.7	55.5	55.9	57.4

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

TABLE 4

STANFORD ACHIEVEMENT TEST - 1990
Language (mean by grade)

	TOTAL LANG.		LANG. MECHANICS		LANG. EXPERIENCE	
<u>GRADE 1</u>	'89	'90	'89	'90	'89	'90
State	50.3	58.3				
District	44.2	56.9	n.a.		n.a.	
Banneker	43.9	55.9	n.a.		n.a.	
Ross	44.6	58.8	n.a.		n.a.	
<u>GRADE 2</u>						
State	55.3	59.1				
District	50.2	58.1	n.a.		n.a.	
Banneker	49.3	58.7	n.a.		n.a.	
Ross	51.2	57.2	n.a.		n.a.	
<u>GRADE 3</u>						
State	54.6	55.9	54.2		54.6	
District	50.7	51.3	50.0	52.2	51.2	51.0
Banneker	52.9	47.1	53.4	48.3	52.6	46.4
Lakeview	48.5	----	48.7	----	48.2	----
Ross	49.0	55.7	46.8	56.3	50.8	55.9
<u>GRADE 4</u>						
State	53.3	55.0	53.5		53.2	
District	55.9	56.3	54.6	53.9	56.4	58.4
<u>GRADE 5</u>						
State	52.2	53.9	52.1		52.3	
District	50.6	56.1	49.4	53.8	52.0	57.9
<u>GRADE 6</u>						
State	51.8	52.9	51.0		52.5	
District	54.7	53.1	52.5	52.4	56.0	53.4
<u>GRADE 7</u>						
State	50.3	51.6	52.2		49.8	
District	51.5	54.5	48.8	52.3	53.3	55.8
<u>GRADE 8</u>						
State	51.5	52.8	50.7		52.0	
District	57.3	55.1	54.9	54.5	58.5	54.9
<u>GRADE 11</u>						
State	51.7	52.3	III-118			
District	52.8	52.6	n.a.		n.a.	

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

STANFORD ACHIEVEMENT TEST - 1990
Combined Students

	SPELL		STUDY SKILLS		LISTEN		USING INFO		THINK SKILLS		SCIENCE		SOC. SCIENCE	
	'89	'90	'89	'90	'89	'90	'89	'90	'89	'90	'89	'90	'89	'90
GRADE 1														
State	48.3	50.3	n.a.	n.a.	50.6	52.0	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
District	48.2	47.1			48.4	53.4								
Banneker	48.1	44.4			49.1	49.3								
Ross	48.3	52.2			47.1	54.0								
GRADE 2														
State	53.6	53.7	n.a.	n.a.	52.8	53.6	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
District	48.9	54.9			49.6	52.2								
Banneker	47.7	57.0			48.6	53.1								
Ross	50.2	51.2			50.8	50.8								
GRADE 3														
State	52.6	54.1	55.2	53.3	50.5	52.9	54.9	54.1	52.8	54.7	n.a.	n.a.	n.a.	n.a.
District	48.4	50.4	45.5	46.9	48.4	50.7	46.8	47.6	48.5	49.9				
Banneker	51.5	47.6	46.8	42.9	51.4	47.9	46.8	43.2	49.8	46.2				
Lakeview	46.6	----	43.7	----	45.8	----	44.1	----	46.5	----				
Ross	45.6	53.5	44.9	51.3	46.1	53.7	47.7	52.5	47.6	53.7				
GRADE 4														
State	52.2	51.9	52.2	53.1	50.0	50.3	52.4	53.0	51.2	52.5	n.a.	n.a.	n.a.	n.a.
District	52.7	50.8	49.0	54.0	52.5	51.1	49.6	53.5	51.2	52.2				

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

STANFORD ACHIEVEMENT TEST - 1990
Combined Students

	SPELL		STUDY SKILLS		LISTEN		USING INFO		THINK SKILLS		SCIENCE		SOC. SCIENCE	
	'89	'90	'89	'90	'89	'90	'89	'90	'89	'90	'89	'90	'89	'90
GRADE 5														
State	51.5	52.9	51.8	52.6	49.7	51.0	51.5	52.8	50.6	53.2	n.a.	n.a.	n.a.	n.a.
District	49.0	50.8	46.2	50.8	47.4	49.6	46.0	51.0	46.1	52.0				
GRADE 6														
State	50.0	52.0	51.8	52.0	49.7	50.6	51.5	52.3	49.8	51.9	n.a.	n.a.	n.a.	n.a.
District	51.5	49.6	50.4	47.9	50.6	48.3	50.5	49.1	50.8	51.5				
GRADE 7														
State	50.1	51.3	50.2	52.6	47.8	49.2	50.5	52.5	49.4	50.9	n.a.	n.a.	n.a.	n.a.
District	45.0	52.6	46.4	54.6	46.4	48.8	48.1	54.4	50.4	53.3				
GRADE 8														
State	50.7	49.6	49.9	51.7	48.2	52.4	50.0	51.6	50.5	52.4	n.a.	n.a.	n.a.	n.a.
District	49.6	47.2	51.4	51.0	50.6	49.7	51.1	51.5	52.3	53.5				
GRADE 11														
State	50.7	51.5	51.5	54.6	n.a.	n.a.	51.4	53.9	51.9	53.3	51.0	52.7	51.3	53.2
District	51.7	49.2	52.0	52.0	n.a.		51.8	52.3	52.9	53.9	50.6	52.8	51.9	51.8

TABLE 5 (contd.)

NEW CASTLE COUNTY VOCATIONAL TECHNICAL
SCHOOL DISTRICT

BEST COPY AVAILABLE

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III-121

1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT NEW CASTLE VOCATIONAL TECHNICAL

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									43.4
Mathematics									44.4
Language/English									42.9
Basic Battery									42.6
Science									40.7
Social Science									43.7

SCHOOL Delcastle Technical High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									42.6
Mathematics									45.2
Language/English									41.3
Basic Battery									42.5
Science									38.8
Social Science									43.9

SCHOOL Paul M. Hodgson Vocational Technical High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									48.3
Mathematics									44.0
Language/English									45.7
Basic Battery									51.5
Science									46.3
Social Science									47.6

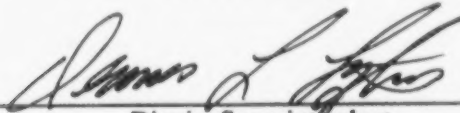
SCHOOL Howard Career Center

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									42.5
Mathematics									42.2
Language/English									45.5
Basic Battery									42.4
Science									42.6
Social Science									40.3

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

New Castle County Vocational-Technical School District
School District



District Superintendent

November 5, 1990

Date

II. Analysis of Test Results

An analysis of test results indicated that this year's content area averages for juniors were all below 45 NCE's. The poorest performance was reported in science and thinking skills with the highest performance in mathematics. The content area average NCE scores for Delaware students in 11th grade were above the national norm of 50. The state scores in comparison showed the poorest performance was in mathematics with the highest in reading.

For the spring of 1990, New Castle County Vocational-Technical School Districts average scores ranged from a high 44.4 in math to a low of 40.6 in thinking skills. Using the national norm, reading, mathematics and language are major achievement areas requiring immediate attention since these areas also can influence the achievement success in science and social studies.

In analyzing the 1989 spring scores of eighth grade students entering the vo-tech system from the county middle schools (1990 spring scores are in the process of being compiled) the mean scores of the students averaged 40. in reading, 39.3 in mathematics and 41.4 in language. This data shows that the medians for our ninth graders were at the lower end of the normal range of 40.0 to 60.0.

The needs indicated from the spring 1990 test results of eleventh graders as well as the spring 1989 test results of our ninth graders point to the following priorities: ninth grade students will be targeted at all schools with the curriculum focus in reading, language and mathematics.

III. Evaluation of Last Year's Accomplishments

The overall need to concentrate efforts on ninth grade students was begun last year. Staff development activities concentrated on helping staff members employ new teaching styles and strategies to accommodate the diverse needs of the students in the district.

A major focus last year was to provide teachers with test data on their ninth grade students in order to help them identify and remediate specific deficiencies of these students.

The district continues to maintain a long-range performance expectation for the ninth grade as a target group to reduce and/or eliminate poor performance by eleventh graders in 1992.

IV. District Priority Statement 1990-91 School Year

The district established five major goals for the 1990-91 school year. Two of these emphasize the instructional needs of the students in the district. Some initiatives for the 1990-91 school year include: developing a model to integrate vocational and academic programs which will increase student motivation and learning, decrease student dropout rate, enrich students' critical thinking skills, promote mastery of technical skills and enhance career and/or secondary educational opportunities; formulate a three year plan which would change the present course structure in English to better integrate vocational and academic instruction as well as to address the need to better prepare students in communication skills to include reading, writing and speaking.

The ninth grade population at all schools continues to be the target group identified. By strengthening the skills of its students the district hopes to reduce some or all of future lower performance in eleventh grade.

V. Plan to Remedy Weaknesses

The district's long-range performance expectation for the ninth grade student's targeted is to increase their performance as eleventh graders in 1992. The short-term performance objective is to assess the strengths and weaknesses of the ninth grade student's who have test results and use the data when formulating the three year plan to change and strengthen the course structure in English.

This year the activities will include developing a plan to improve student achievement. Data is being collected to assess the writing skills of all ninth grade students by administering the MAT 6 Writing Assessment. Students receiving computerized assisted instruction, basic skills remediation, and/or tutoring are being assessed through the administration of the MAT 6 reading, language, and math diagnostic instrument. Teachers are being trained to utilize new pedagogies in the classroom to include cooperative learning and the use of technology for classroom instruction. The district continues to offer alternative programs (after-school sessions) to help students stay in school.

The district will request assistance from the Department of Public Instruction through the continued provision of on-line test reporting services through the statewide computer network and assistance with interpretation of test scores. In addition, assistance will be requested from the instructional division when planning and implementing new instructional initiatives.

RED CLAY CONSOLIDATED SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT RED CLAY CONSOLIDATED

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	53.0	52.2	51.3	51.7	55.1	51.5	53.0	53.3	59.6
Mathematics	54.9	56.3	54.7	54.0	52.6	50.4	54.1	52.5	57.5
Language/English	58.5	58.4	53.8	55.5	55.0	51.0	52.8	53.9	59.5
Basic Battery	54.8	55.2	54.0	53.8	55.0	52.0	53.9	53.7	59.9
Science									55.4
Social Science									56.4

SCHOOL Forest Oak Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	52.7	49.1							
Mathematics	51.5	50.6							
Language/English	59.2	53.9							
Basic Battery	53.4	50.2							
Science									
Social Science									

SCHOOL Heritage Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	59.3	58.1							
Mathematics	57.6	60.7							
Language/English	61.1	65.8							
Basic Battery	60.4	61.7							
Science									
Social Science									

SCHOOL Highlands Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	58.1	57.4	49.9						
Mathematics	55.7	58.2	51.9						
Language/English	61.7	60.5	54.0						
Basic Battery	58.1	59.1	51.6						
Science									
Social Science									

DISTRICT RED CLAY CONSOLIDATED

SCHOOL William Lewis Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	65.6	63.6	66.3						
Mathematics	61.9	67.3	68.5						
Language/English	70.9	67.6	65.9						
Basic Battery	69.4	67.7	68.1						
Science									
Social Science									

SCHOOL Evan G. Shortlidge Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	51.8	47.3	50.1						
Mathematics	58.3	54.1	52.3						
Language/English	58.3	52.9	52.6						
Basic Battery	55.1	50.9	52.6						
Science									
Social Science									

SCHOOL Austin D. Baltz Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	45.1	45.2	38.9	40.6	42.4				
Mathematics	50.7	49.0	38.7	45.0	42.2				
Language/English	53.5	51.8	39.7	44.2	44.0				
Basic Battery	47.3	47.0	38.5	42.1	43.3				
Science									
Social Science									

SCHOOL Richardson Park Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	42.3	46.1	44.4	39.3	44.6				
Mathematics	46.8	48.6	47.2	34.2	40.0				
Language/English	48.5	54.4	44.0	41.8	44.2				
Basic Battery	43.1	48.0	46.8	38.3	43.5				
Science									
Social Science									

SCHOOL Marbrook Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	50.0	46.2	47.7	53.2	54.4				
Mathematics	54.4	59.2	50.4	54.9	55.3				
Language/English	54.9	57.7	54.2	60.5	59.1				
Basic Battery	51.4	52.3	50.0	55.2	56.0				
Science									
Social Science									

DISTRICT RED CLAY CONSOLIDATED

SCHOOL Warner Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading			54.5	51.4	57.0				
Mathematics			60.6	54.0	54.0				
Language/English			56.8	55.2	57.6				
Basic Battery			58.3	53.6	55.9				
Science									
Social Science									

SCHOOL Anna P. Mote Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				52.3	51.0				
Mathematics				53.6	46.7				
Language/English				54.6	49.4				
Basic Battery				53.2	49.7				
Science									
Social Science									

SCHOOL Alexis I. duPont Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				60.7	63.7	59.3	56.9	57.4	
Mathematics				60.5	55.5	56.7	56.8	55.4	
Language/English				66.0	65.0	59.8	54.5	54.8	
Basic Battery				62.7	63.1	60.4	56.6	56.8	
Science									
Social Science									

SCHOOL H.B. duPont Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				64.4	70.1	62.4	65.7	64.4	
Mathematics				71.0	70.4	63.6	67.6	67.3	
Language/English				66.1	65.7	61.4	64.8	64.9	
Basic Battery				68.4	71.2	63.5	67.1	65.3	
Science									
Social Science									

SCHOOL Skyline Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading						55.1	58.3	58.2	
Mathematics						56.2	61.0	56.2	
Language/English						57.5	61.7	60.3	
Basic Battery						57.9	59.9	58.6	
Science									
Social Science									

DISTRICT RED CLAY CONSOLIDATED

SCHOOL Stanton Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						45.7	44.4	48.5	
Mathematics						43.6	42.0	49.4	
Language/English						42.0	41.9	48.2	
Basic Battery						44.3	43.3	49.7	
Science									
Social Science									

SCHOOL Conrad Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						43.2	45.0	42.3	
Mathematics						39.1	45.9	38.0	
Language/English						42.5	43.1	43.5	
Basic Battery						40.7	45.2	39.7	
Science									
Social Science									

SCHOOL John Dickinson High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									63.1
Mathematics									58.8
Language/English									66.1
Basic Battery									64.0
Science									59.7
Social Science									58.5

SCHOOL Alexis I. duPont High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									67.1
Mathematics									66.9
Language/English									64.6
Basic Battery									67.0
Science									60.5
Social Science									63.0

SCHOOL Thomas McKean High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									56.6
Mathematics									54.7
Language/English									56.2
Basic Battery									57.4
Science									54.4
Social Science									55.0

DISTRICT RED CLAY CONSOLIDATED

SCHOOL Wilmington High School

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									42.8
Mathematics									39.3
Language/English									44.2
Basic Battery									42.1
Science									39.9
Social Science									40.7

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

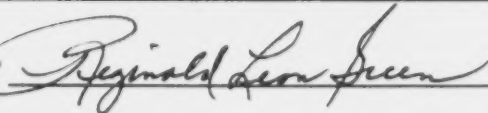
DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE

1990

SCHOOL DISTRICT Red Clay Consolidated School District

DISTRICT SUPERINTENDENT



DATE October 31, 1990

II. ANALYSIS OF TEST RESULTS

Specifications:

The Red Clay Consolidated School District test results were analyzed using NCE scores and the combined scores for regular and special education students. Average NCE scores for the Red Clay Consolidated School District were compared to the national average scores to determine strengths and weaknesses.

Strengths:

Average combined scores for Red Clay were higher than national SAT averages for the basic battery for all grades and were above the state average at grades 4-11. Last year's below average score for grade 1 improved from below the national norm to 54.

Total reading score averages, total math score averages and total language score averages were above 50 for all grade levels. There were improvements in total reading in all but grades 3 and 6. There were improvements in total math grade scores at all but grade 8.

Grade 11 score averages were the highest of any district in the state for the second year in a row.

Except for grade 6 math, fewer than 25% of the regular students obtained scores in the lower quartile. More than 50% of the regular students scored above the median (50) for total reading, total language and total math content areas.

Average scores for Red Clay grade 11 students were above the national and state averages for both the science and social studies subtests and showed an increase over last year.

Weaknesses:

At grades 1-4, average scores in reading continue to be below those in language. Grade 3 reading word attack average scores for the district was below 50 and 28% of the regular grade students scored in the bottom quartile in that subtest. Listening scores at grade 7 were below the national average.

Target Subject Areas:

As part of the Red Clay achievement improvement program, several target areas have been identified:

°The group of regular students scoring below the national average will be the focus of remedial programs.

°Based on basic battery scores below the national average, target schools will again be identified and asked to develop a plan for achievement improvement. This year grades 3, 6, 8 and 11 will be tested, making the middle schools a particular focus of student achievement improvement projects.

Schools identified include Baltz, Richardson Park, Conrad, Stanton and Wilmington High. The goal will be to obtain test scores at or above the national average in those subject areas and grades tested this year.

°Reading at grades 2 and 3 and mathematics at grades 5 and 6 will be targeted for review .

III. EVALUATION OF 1989-90 ACCOMPLISHMENTS

For the past several years Red Clay Consolidated School District has identified lower quartile scorers as one priority, as well as the annual testing of grade 10 students. The lower quartile project functions to assure the district that students receiving lower achievement test scores are identified for available special remedial programs, such as Chapter I and Basic Skills programs.

First grade performance was a target area performance and those scores showed improvement in all subject areas including an eight (8) point increase in the score average language.

Three schools, Forest Oak, Marbrook and Shortlidge, which were targeted for improvement last year because the average score was below the national average, showed scored improvement.

IV. DISTRICT PRIORITY STATEMENT - 1990-91

Financial constraints will necessitate that improvement projects focus on those that do not require major expenditures. The lack of instructional coordinators will reduce the assistance that can be provided to schools from central office staff.

Several priority programs have been implemented for 1990-91.

1. At each grade, Red Clay has schools scoring among the top three schools in the state. For those schools, the priority activity is to maintain achievement levels at the established high levels.
2. The mathematics curriculum and instructional strategies will continue to be reviewed at the fifth and sixth grade to identify needed resources to improve student achievement in this area.
3. Reading performance at the elementary level, with particular emphasis on word study skills at grades two and three, will receive study to address relative performance deficiencies.

These priorities continue to address both a general concern in the district that all students are provided an opportunity to learn the content on which their achievement is being measured and the specific concern that individual students and groups of students in need of supplementary education are provided opportunities to achieve. Special attention will focus on the match between district curriculum and the 1991 statewide assessment instrument.

V. PLAN TO REMEDY WEAKNESSES

The long range goal of the district is to provide an appropriate educational program for each student and to ensure maximum achievement for students at all ability levels. Each of the target activities related to student achievement is designed to help meet that goal by identifying specific needs and appropriate educational programs for students.

The district is developing a comprehensive education plan of goals with accompanying objectives and activities. One of these is specifically in the area of curriculum. Progress toward specific curriculum goals has been monitored by district and school performance on the statewide achievement test. This process will be somewhat altered in the future due to the changes in the statewide testing program.

To remedy identified weaknesses, the efforts of many individuals are necessary. Inservice assistance has been provided by both the Instructional Division and the Research and Evaluation Division of the Department of Public Instruction to identify areas for instructional and curriculum improvement. The support staff and funds available in previous years will not be available for 1990-91 because of the shortage of state and local funds.

The district views the information received from the testing program as invaluable in monitoring our success in maintaining and improving achievement across the grades at individual school and district levels.

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**RED CLAY CONSOLIDATED SCHOOL DISTRICT
STANFORD ACHIEVEMENT TEST
DISTRICT SCORES BY GRADE
SPRING 1990
(NCE Score)**

Content Areas	GRADES								
	1	2	3	4	5	6	7	8	11
Word Reading	50.4	--	--	--	--	--	--	--	--
Word Study Skills	54.2	50.8	48.3	--	--	--	--	--	--
Reading Vocab.	--	51.5	50.5	51.1	55.5	51.3	52.8	53.0	59.5
Reading Comp.	53.2	53.5	53.3	52.3	54.2	51.0	52.9	53.7	58.8
TOTAL READING	53.0	52.2	51.3	51.7	55.1	51.5	53.0	53.3	59.6
Concepts/Num.	55.9	55.7	54.3	52.8	51.3	50.7	53.7	52.2	--
Math. Comp.	52.2	53.1	52.8	53.7	51.6	49.8	53.5	51.3	--
Math. Appli.	54.4	58.5	55.3	52.9	53.3	49.9	52.9	52.1	55.5
TOTAL MATH.	54.9	56.3	54.7	54.0	52.6	50.4	54.1	52.5	57.5
Lang. Mech.	--	--	52.9	53.7	54.0	51.9	52.7	54.5	--
Lang. Express	--	--	55.1	56.9	55.8	50.5	52.1	52.5	--
TOTAL LANG.	58.5	58.4	53.8	55.5	55.0	51.0	52.8	53.9	59.5
Spelling	49.0	51.9	52.4	51.8	54.0	50.9	52.4	50.0	56.4
Study Skills	--	--	50.9	53.7	55.0	52.5	54.2	53.0	58.1
Listening	52.6	54.1	51.5	50.0	53.8	50.8	49.8	54.3	--
BASIC BATTERY	54.8	55.2	54.0	53.8	55.0	52.0	53.9	53.7	59.9
Science	--	--	--	--	--	--	--	--	55.4
Social Science	--	--	--	--	--	--	--	--	56.4
Using Information	--	--	52.4	53.6	55.4	52.5	53.9	52.3	57.4
Thinking Skills	--	--	54.4	53.4	54.7	50.8	53.3	53.6	57.6

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SEAFORD SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT SEAFORD

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	52.5	49.7	54.2	48.5	48.2	48.5	48.6	52.2	49.3
Mathematics	52.8	55.3	55.5	56.2	53.4	47.5	53.6	55.7	47.4
Language/English	55.7	56.4	56.0	55.6	53.2	50.2	48.4	52.8	46.2
Basic Battery	53.6	52.6	56.4	53.1	51.7	49.0	51.6	54.5	48.1
Science									49.2
Social Science									50.9

SCHOOL West Seaford Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	53.7	53.9	58.0						
Mathematics	52.0	56.3	57.9						
Language/English	57.2	57.4	60.0						
Basic Battery	54.5	55.2	60.1						
Science									
Social Science									

SCHOOL Seaford Central Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	51.3	45.0	49.8						
Mathematics	53.5	54.1	53.0						
Language/English	54.2	55.3	51.5						
Basic Battery	52.8	49.6	52.2						
Science									
Social Science									

SCHOOL Federick Douglass Intermediate

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading				48.5	48.4				
Mathematics				56.2	53.7				
Language/English				55.7	53.6				
Basic Battery				53.1	52.0				
Science									
Social Science									

DISTRICT SEAFORD

SCHOOL Seaford Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading						48.5	48.6	52.2	
Mathematics						47.5	53.6	55.7	
Language/English						50.2	48.4	52.8	
Basic Battery						49.0	51.6	54.5	
Science									
Social Science									

SCHOOL Seaford Senior High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									49.3
Mathematics									47.4
Language/English									46.2
Basic Battery									48.1
Science									49.2
Social Science									50.9

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

Seaford
School District

Russell H. Knorr
District Superintendent



November 5, 1990
Date

I. Analysis of Test Results

Performance by Seaford students, as a whole, on the Stanford Achievement Test, Eighth Edition (Stanford 8) compared well with the new national norms. Using Normal Curve Equivalent (NCE) scores, the averages for Seaford students were at or above the national average in grades 1, 2, 3, 8, and 11 for Total Reading, in grades 1 through 5, and 8 for total Math, in all grades except grade 7 for Total Language, and in all grades except 6 in the Basic Battery. Seaford students in grade 11 scored slightly above the national average in social studies and slightly below the national average in science. Averages for Listening Skills were at or above national norms in all but three grades (2, 5, and 6) and in five grades (3, 4, 5, 7, and 8) for Thinking Skills. Scores for Thinking Skills were not obtained in grades 1 and 2.

An analysis of all results has been conducted by content area, by subtest, by objective, and by item for school, grade, classroom, and individual strengths and weakness. The results of this analysis have been shared publicly with the Board of Education, with professional staff, and with parents. In the analysis, combined scores were used, and mean, median, top quartile and bottom quartile data were examined. In addition, district, school, grade, and classroom results were scrutinized comparing the percentage of correct responses from Seaford students with the state averages. With the help of the Department of Public Instruction and the Psychological Corporation, further analysis based on reorganized test scores and the item analysis records will be forthcoming.

Overall, reading scores appear to be lower than language or math scores. Reading scores were lower than language scores in all grades except in grade 7, where the difference was negligible, and grade 11; while reading scores were lower than math scores in grades 1 through 5, 7, and 8.

Comparing the 1990 results with the 1989 results (same grade), scores were higher in all areas in grades 1, 3, 4, 5*, 6*, and 8; in all areas except reading in grade 2; in math

and the basic battery in grade 7; and in social science in grade 11. Comparing 1990 results with 1989 results (across grade levels), scores were higher in all areas for students moving from grades 1 to 2, 2 to 3, 4 to 5, and 7 to 8; in all areas except reading for students moving from grades 3 to 4; in all areas except language for students moving from 6 to 7; while scores for students moving from grade 5 to 6 were the same (reading) or lower. Comparisons for students in grades 1 and 11 were not possible.

* Except in reading where differences were negligible.

Mean NCE	Top Quarter %
Median NCE	Bottom Quarter %

1990 District Summary of Strengths and Weakness

	Grades								
	1	2	3	4	5	6	7	8	11
Total Reading	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{-}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{-}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$
Word Study	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$						
Vocabulary	$\frac{+}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$
Reading Comprehension	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{-}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{-}{+}$
Total Math	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$
Concepts of Number	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	
Math Computation	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	
Math Application	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$
Total Language (English - Grade 11)	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$
Language Mechanics			$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{-}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	
Language Expression			$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	
Spelling	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{-}{+} \frac{-}{+}$
Study Skills			$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$
Science									$\frac{+}{+} \frac{-}{+}$
Social Studies									$\frac{+}{+} \frac{-}{+}$
Listening	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{-}{+} \frac{-}{+}$	$\frac{+}{+} \frac{-}{+}$	$\frac{+}{+} \frac{+}{+}$	$\frac{+}{+} \frac{+}{+}$	

Mean NCE	Top Quarter %
Median NCE	Bottom Quarter %

(continued)

1990 District Summary of Strengths and Weakness

Using Information

Thinking Skills

Basic Battery

Complete Battery

Grades								
1	2	3	4	5	6	7	8	11
		++ ++	+ ++	++ -+	+ -+	++ ++	++ ++	++ +-
		++ ++	++ -+	++ --	- --	++ --	++ ++	- +-
++ ++	++ ++	++ ++	++ ++	++ -+	- --	++ +-	++ ++	- --
								- --

II. Evaluation of Last Year's Accomplishments

Elementary

The Seaford School District expanded programs for at-risk students during 1989-90 by initiating a Home-School Connection program and a Chapter I program for kindergarten, Kids Care Club for primary students, and Superstars of the Month for intermediate students.

Student skill deficiencies in reading and mathematics were monitored by administrators and teachers as they reviewed unit test results, end of book test results, and standardized test scores. Instructional modifications were initiated which resulted in an increase in Stanford Achievement Test Basic Battery scores at each grade, 1-4.

Staff development which enhanced instruction was provided in the areas of thinking skills, study skills, test giving skills, test taking skills, interpretation of test data, instructional adaptations, and cooperative learning.

During 1990-91, the Seaford School District will continue to address student weaknesses at the elementary level with an increased number of computers in the classrooms, the implementation of Delaware's Project MERGE, increased "hands-on" student activities, development of a holistic approach to language instruction, and the implementation of a higher order thinking skills program for fourth grade Chapter I students.

Secondary

The following is a list of activities completed at Seaford Middle School to improve student learning:

- Test results were shared with each team. At team meetings discussions were held regarding strengths and weaknesses and areas on which to focus.
- Teachers in content areas stressed vocabulary and writing skills. Writing programs using computers were piloted in the seventh and eighth grades.
- The math department developed a plan to increase students' mathematics scores.

- The sixth grade implemented the cooperative learning technique, TAI, for mathematics.
- Each team developed a plan to focus on higher level thinking skills with their students.

The following was done in Seaford Senior High School during the 1989-90 school year addressing improvement:

- Teacher Inservice Workshop
- Class presentations in all classes by administration involving preparation and testing procedures.
- Follow-up by classroom teachers

III. District Priority Goals

The Seaford Board of Education has adopted the following priority goals for the 1990-1991 school year.

- To refine the elementary science curriculum and implement the new science materials.
- To review and revise the language arts/English curriculum, looking toward a more integrated approach with continued emphasis on written and oral communications.
- To adapt instructional techniques to meet the needs of all children and to provide more active student involvement in the learning process.
- To increase and improve staff and student utilization of technology.

IV. Plan To Remedy Weakness

1. In order to review and revise the language arts/English curriculum, looking toward a more integrated approach with continued emphasis on written and oral communications, the Seaford School District will:
 - visit schools/districts where integrated language arts is implemented;
 - rewrite the K-12 curriculum utilizing the state content standards, district prerequisites and competencies, and materials by June 1992; and

- emphasize written and oral communication through the supervisory process.
2. In order to adapt instructional techniques to meet the needs of all children and to provide more active student involvement in the learning process, the Seaford School District will:
- train 100% of the teachers in the appropriate use of instructional adaptations (Project Merge);
 - through the supervisory process and teacher self-reporting, validate such adaptations and increased activity-driven instruction;
 - plan and hold staff support team (SST) meetings for students at-risk-of or failing; and
 - expand programs for at-risk students by exploring, developing, and implementing alternative programs/instructional strategies which will effectively meet varying student needs, abilities, and interests in a regular instructional environment and by using a vocational/practical approach to basic skills with selected groups of at-risk students.
3. To increase and improve staff and student utilization of technology, the Seaford School District will:
- train staff;
 - expand the utilization of technology as a part of the instructional setting at all grade levels;
 - emphasize writing, especially using new word processing equipment; and
 - emphasize and improve student learning of prerequisite skills and attainment of the state's minimum competencies at the scheduled grade levels via use of new computer networks.
4. Additionally, the Seaford School district will:
- improve and expand programs designed to foster student higher-level thinking and problem solving skills;

- place emphasis on mathematics concepts and applications via the implementation of the new NCTM standards; and
- implement early intervention and remediation of basic skill deficiencies through continuation of the Chapter I program at the kindergarten level.

SMYRNA SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT SMYRNA

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	54.0	55.3	55.6	52.6	53.2	50.7	50.7	52.4	53.4
Mathematics	52.3	53.0	54.2	54.6	49.6	48.2	48.2	54.7	48.9
Language/English	57.7	59.5	59.2	56.5	53.2	48.8	47.6	51.5	46.3
Basic Battery	54.0	56.3	56.9	54.8	52.3	50.0	49.2	53.7	50.0
Science									52.1
Social Science									54.4

SCHOOL Clayton Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	51.3	49.6	53.4	50.4					
Mathematics	49.1	49.5	51.4	42.7					
Language/English	58.1	59.6	57.5	49.8					
Basic Battery	51.8	51.4	55.1	46.8					
Science									
Social Science									

SCHOOL Smyrna Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	60.7	56.0	53.9	54.9					
Mathematics	65.1	48.4	52.9	50.9					
Language/English	62.3	55.7	56.7	61.5					
Basic Battery	62.5	54.4	54.9	57.7					
Science									
Social Science									

SCHOOL Smyrna Kindergarten Center

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	29.0								
Mathematics	24.8								
Language/English	29.8								
Basic Battery	23.3								
Science									
Social Science									

DISTRICT SMYRNA

SCHOOL Smyrna North Elementary

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading	53.3	59.8	59.0	51.3					
Mathematics	44.8	63.5	57.4	66.8					
Language/English	56.8	65.7	63.1	55.8					
Basic Battery	50.6	64.2	60.2	57.1					
Science									
Social Science									

SCHOOL Smyrna Middle

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading					53.2	50.7	50.7		
Mathematics					49.6	48.2	48.2		
Language/English					53.2	48.8	47.6		
Basic Battery					52.3	50.0	49.2		
Science									
Social Science									

SCHOOL Smyrna High

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading								52.4	53.4
Mathematics								54.7	48.9
Language/English								51.5	46.3
Basic Battery								53.7	50.0
Science									52.1
Social Science									54.4

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1990

Smyrna

School District



District Superintendent

November 5, 1990

Date

SMYRNA SCHOOL DISTRICT

Clayton Elementary School
Main Street, Clayton, Delaware 19938
Randall Hansen, Principal
(302) 653-8587

ANALYSIS OF TEST RESULTS-

The Smyrna School District Scores presented in this analysis are the normal curve equivalent (NCE) scores for regular and special education students combined. Strengths and weaknesses are noted only when there is a difference of +/- three NCE points between the district and the state mean or between the 1989 and 1990 test results in a specific area.

With the exception of seventh grade Mathematics and eleventh grade Language/English, the district scores improved significantly over the previous year in most areas. When compared to the State scores, Smyrna scored above the state mean in Reading in all but two grades, below the state mean in mathematics in grades two, five, seven and eleven and in Language/English below the state mean in grades six, seven and eleven.

EVALUATION OF LAST YEARS ACCOMPLISHMENTS

Reading and Mathematics remain the priorities of the Smyrna School District at every grade level but in particular, the sixth grade level.

Significant progress was made at the sixth grade level in Reading (+3.0) and in Math (+7.5) and modest gains in all other grades except grade seven.

DISTRICT PRIORITY STATEMENT 1990-91 SCHOOL YEAR

Although a significant gain (+7.5 NCE) in the sixth grade math program was realized, the District will continue its concentration on improving this area and the Language/English area in grades six and seven.

PLAN TO REMEDY WEAKNESSES

Continue Chapter I program in Middle School in Language arts and math.

WOODBIDGE SCHOOL DISTRICT

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1990 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT WOODBRIDGE *

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	48.6	49.1	51.0	49.3	49.8	50.0	48.1	50.0	47.2
Mathematics	48.7	54.0	58.8	52.6	50.4	48.8	43.2	46.0	47.3
Language/English	54.3	57.0	59.5	51.4	50.9	48.7	45.5	48.4	45.3
Basic Battery	49.9	51.9	56.0	50.8	50.6	49.4	46.2	47.8	47.4
Science									48.2
Social Science									46.5

SCHOOL Woodbridge Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	48.6	49.1	51.0	49.3	49.8	50.0			
Mathematics	48.7	54.0	58.8	52.6	50.4	48.8			
Language/English	54.3	57.0	59.5	51.4	50.9	48.7			
Basic Battery	49.9	51.9	56.0	50.8	50.6	49.4			
Science									
Social Science									

SCHOOL Woodbridge Early Childhood Education Center *

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL Woodbridge Junior-Senior High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							48.1	50.0	47.2
Mathematics							43.2	46.0	47.3
Language/English							45.5	48.4	45.3
Basic Battery							46.2	47.8	47.4
Science									48.2
Social Science									46.5

* The Woodbridge Board of Education, at the request of district administration, passed a motion to discontinue testing of developmental first graders. Therefore, 16 such students (approximately 10% of the district's first grade population) were not tested.

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE

Woodbridge

School District

RA C. Smith

District Superintendent

October 1990

Date

ANALYSIS OF TEST RESULTS

The scores earned by Woodbridge students equaled or exceeded state averages in 9% of the 133 categories tested. National averages were exceeded in 40% of the tested categories. (Exhibits 1 and 2). In light of the demographics of the district reflected in the high percentage of free and reduced lunches, these test results generally reflect a successful instructional program.

The achievement of our students in basic skills areas across the grades are, with few exceptions, fairly consistent (Exhibits 3 and 4). Except at grade seven they are reasonably close to national average.

Reading achievement is relatively strong overall; language falls off somewhat in the upper grades while math achievement again falls below national average at fifth grade level and remains so through eleventh grade. In the non-basic battery areas our eleventh grade students again achieved below national average in science and social studies.

A large portion of our students scored within the average range at every grade level (Exhibit 5). In many cases there are more students whose achievement is classified below average than there are whose achievement is classified above average. However, there is enough variance in this distribution from grade to grade and subject to subject to suggest that more precise curriculum alignment and/or improved instructional strategies might result in more students attaining average and above average achievement as measured by the Stanford Achievement Test.

EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

Priority 1989-90:

"We shall continue to seek higher student achievement through the utilization of the Delaware Performance Appraisal System and through staff inservice. We will encourage the judicious use of reorganized class lists by classroom teachers. The item analysis reports provided by Stanford will be reviewed to determine possible areas where curriculum alignment needs attention."

Our strategy for improving student performance has proved effective and gratifying at the elementary grade levels. At the junior-senior high school level achievement did not improve. There were administrative changes at the high school level during 1989-90 school term. These changes may have had an adverse effect on both teacher and student morale, and subsequently student achievement. Now that leadership has stabilized, it is anticipated that achievement will improve. We still believe in our strategy of improvement through sustained effort at staff development and utilization of the Delaware Performance Appraisal system. No quick fix is possible.

DISTRICT PRIORITY STATEMENT 1990-91

As in the past, we shall continue to seek higher student achievement through the utilization of the Delaware Performance Appraisal System and through staff inservice. We will encourage the judicious use of reorganized class lists by classroom teachers. The item analysis reports provided by Stanford will be reviewed to determine possible areas where curriculum alignment needs attention.

PLAN TO REMEDY WEAKNESSES

In addition to our sustained emphasis on staff development as indicated in our priority statement, we will review the item analysis report to determine which objectives our students had least success with and encourage judicious adjustment of instructional emphasis.

Particular attention will be paid to upper grade mathematics. Since the math scores showed some weaknesses over a span of several grades, it is possible that some specific areas of underachievement may be identified which would be common to many standardized tests including the Stanford.

Table 2
 Stanford Achievement Test, 8th Edition
 Average NCE Scores For Woodbridge Students, 1990
 Regular and Special Education Students Combined

Content Areas	Grades									
	1	2	3	4	5	6	7	8	11	
Word Reading	45.7									
Word Study Skills	49.2	49.7	53.6							
Reading Vocabulary		45.6	48.4	48.9	49.6	50.7	49.4	48.5	47.6	
Reading Comprehension	50.7	52.0	51.0	49.7	49.8	49.4	47.0	51.2	47.5	
TOTAL READING	48.6	49.1	51.0	49.3	49.8	50.0	48.1	50.0	47.2	
Concepts of Number	48.1	55.5	56.4	53.8	51.1	48.4	46.2	45.4		
Mathematics Computation	59.5	53.3	63.4	56.0	51.9	50.9	41.4	45.6		
Mathematics Applications	44.5	51.9	52.8	47.4	48.6	47.3	42.7	46.7	40.1	
Mathematics										
TOTAL MATHEMATICS	48.7	54.0	58.8	52.6	50.4	48.8	43.2	46.0	47.3	
Language										
Language Mechanics			59.7	53.1	49.3	46.9	47.4	50.5		
Language Expression			59.5	50.4	52.7	50.7	43.7	46.8		
English									45.3	
TOTAL LANGUAGE/ENGLISH	42.3	57.0	59.5	51.4	50.9	48.7	45.5	48.4		
Spelling	47.9	52.7	53.8	51.3	53.2	50.3	51.5	48.8	47.7	
Study Skills			56.2	48.6	48.5	50.3	47.4	48.6	51.1	
Listening	45.7	47.6	48.3	45.8	46.4	50.7	46.0	50.9		
BASIC BATTERY	49.9	51.9	56.0	50.8	50.6	49.4	46.2	47.8	47.4	
Science									48.2	
Social Science									46.5	
COMPLETE BATTERY									47.2	
HIGHER ORDER THINKING SKILLS										
Using Information			56.6	48.0	48.8	51.1	47.1	48.2	49.3	
Thinking Skills			52.9	48.6	49.4	50.2	45.1	48.9	46.7	

Circled scores equal or exceed the state average (9%)

Table 2
 Stanford Achievement Test, 8th Edition
 Average NCE Scores For Woodbridge Students, 1990
 Regular and Special Education Students Combined

Content Areas	Grades								
	1	2	3	4	5	6	7	8	11
Word Reading	45.7								
Word Study Skills	49.2	49.7	53.6						
Reading Vocabulary		45.6	48.4	48.9	49.6	50.7	49.4	48.5	47.6
Reading Comprehension	50.7	52.0	51.0	49.7	49.8	49.4	47.0	51.2	47.5
TOTAL READING	48.6	49.1	51.0	49.3	49.8	50.0	48.1	50.0	47.2
Concepts of Number	48.1	55.5	56.4	53.8	51.1	48.4	46.2	45.4	
Mathematics Computation	59.3	53.3	53.4	56.0	51.9	50.9	41.4	45.6	
Mathematics Applications	44.5	51.9	52.8	47.4	48.6	47.3	42.7	48.7	40.1
Mathematics									
TOTAL MATHEMATICS	48.7	54.0	58.8	52.6	50.4	48.8	43.2	46.0	47.3
Language									
Language Mechanics			59.7	53.1	49.3	46.9	47.4	50.5	
Language Expression			59.5	50.4	52.1	50.1	43.7	46.8	
English									45.3
TOTAL LANGUAGE/ENGLISH	42.3	57.0	59.5	51.4	50.9	48.7	45.5	48.4	
Spelling	47.9	52.7	53.8	51.3	50.2	50.3	51.5	48.8	47.7
Study Skills			56.2	48.6	48.5	50.1	47.4	48.6	51.1
Listening	45.7	47.6	48.3	45.8	46.4	50.7	46.0	50.9	
BASIC BATTERY	49.9	51.9	56.0	50.8	50.8	49.4	46.2	47.8	47.4
Science									48.2
Social Science									46.5
COMPLETE BATTERY									47.2
HIGHER ORDER THINKING SKILLS									
Using Information			56.6	48.0	48.8	51.1	47.1	48.2	49.3
Thinking Skills			52.9	48.6	49.4	50.2	45.1	48.9	46.7

Circled scores equal or exceed national average (40%).

WOODBIDGE: COMPARISON OF 1990 STANFORD SCORES WITH 1989 SCORES AND NATIONAL AVERAGE

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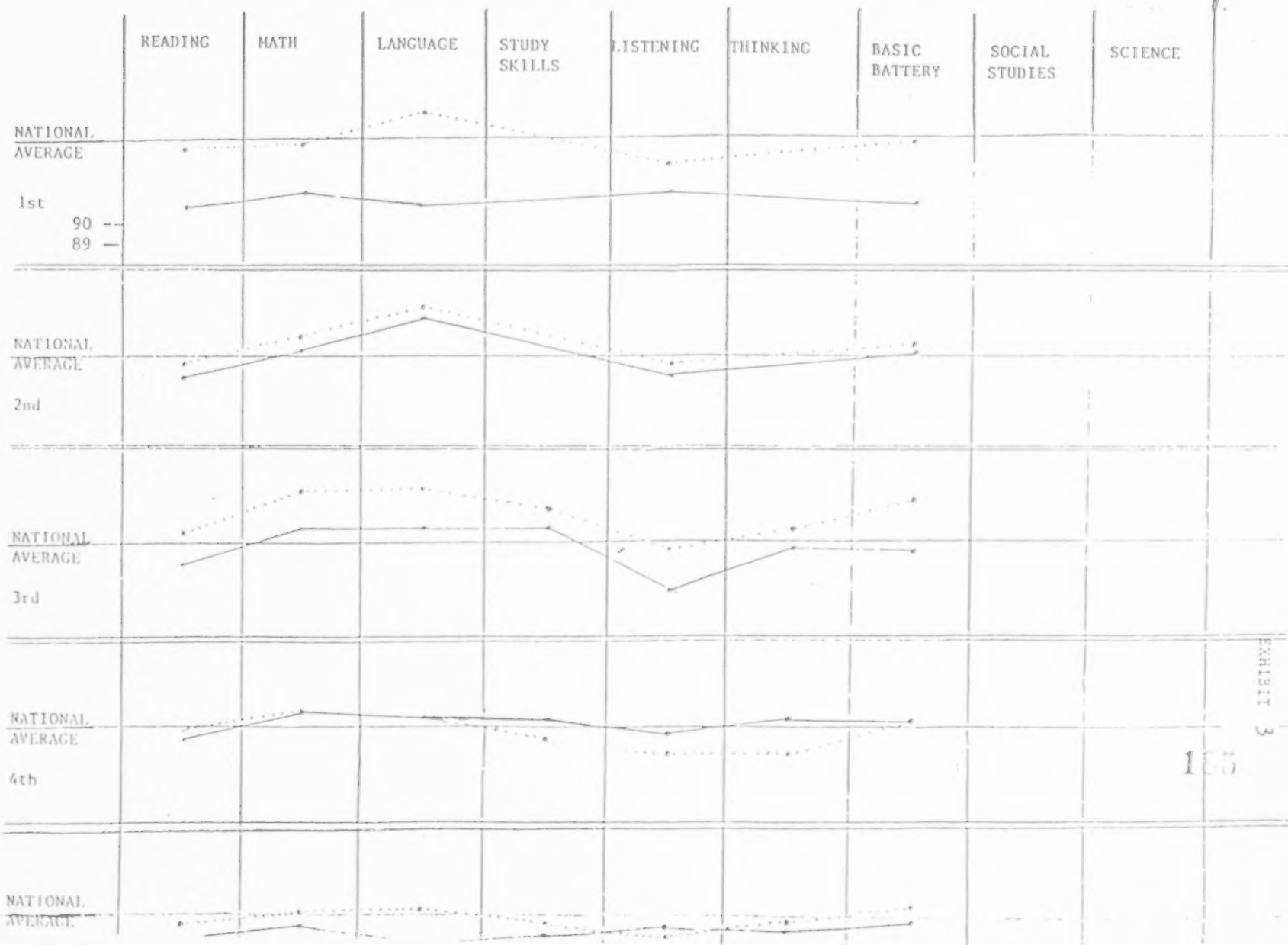


EXHIBIT 3

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WOODBIDGE: COMPARISON OF 1990 STANFORD SCORES WITH 1989 SCORES AND NATIONAL AVERAGE

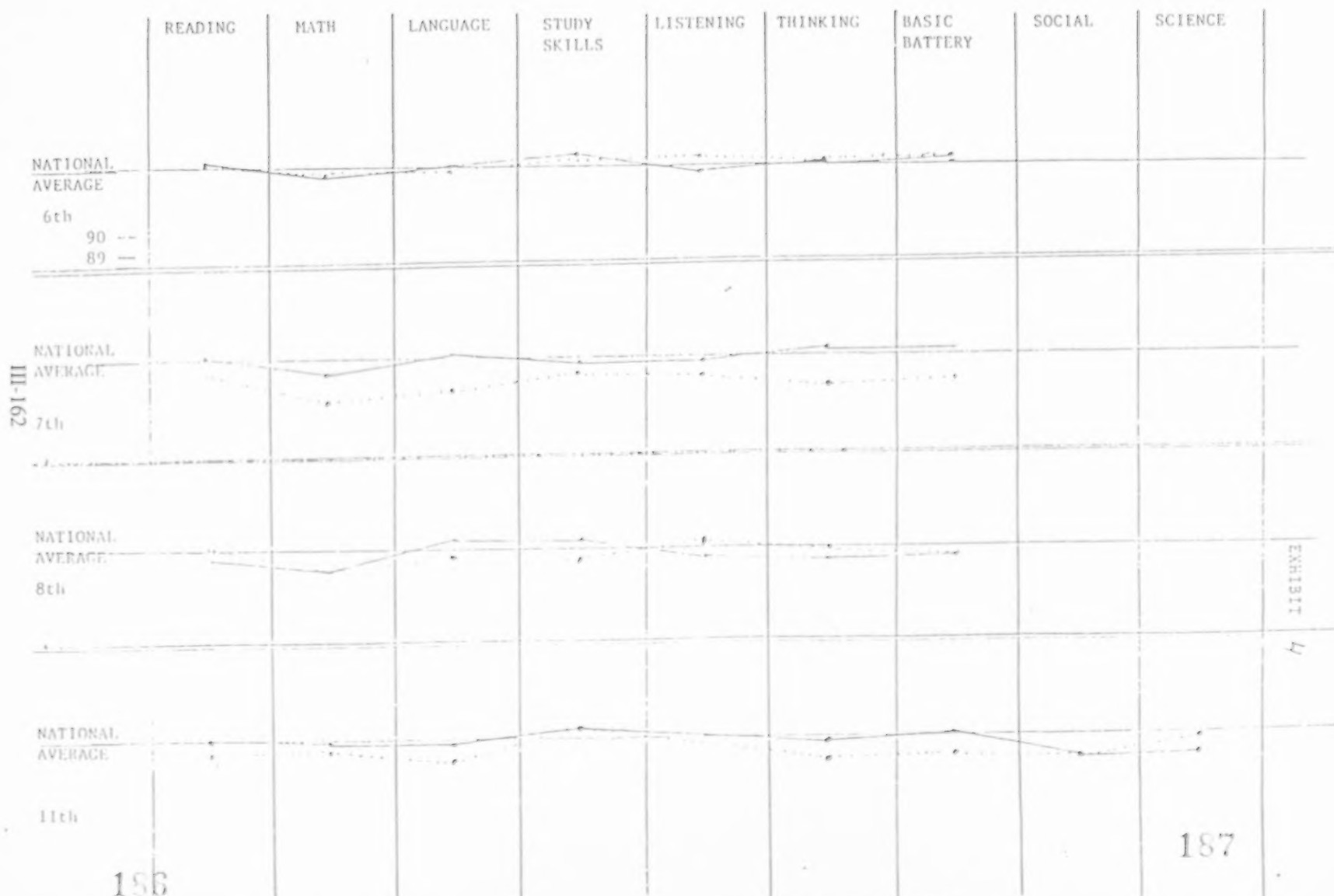
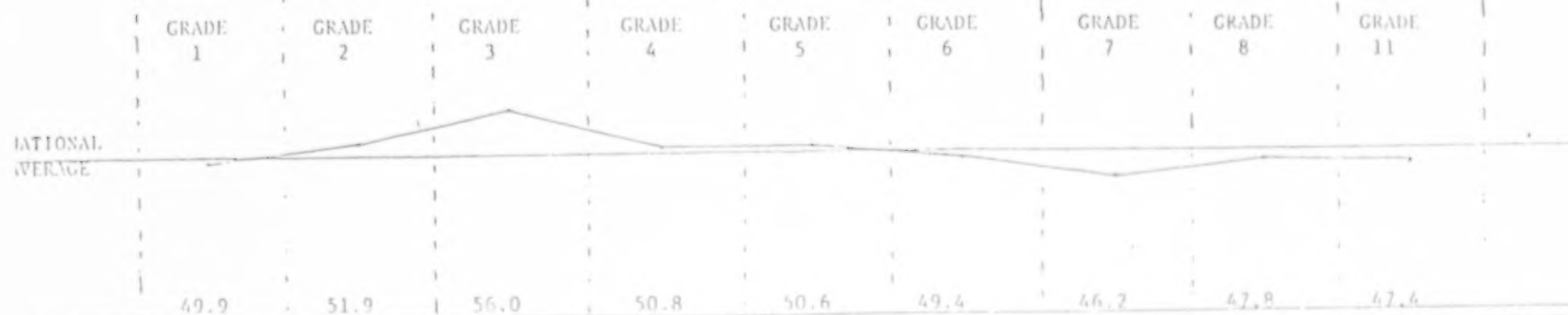


EXHIBIT 4

Comparison of Woodbridge NCE
cores with National NCE scores

STANFORD ACHIEVEMENT TEST BASIC BATTERY



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NATIONAL
PROFILE

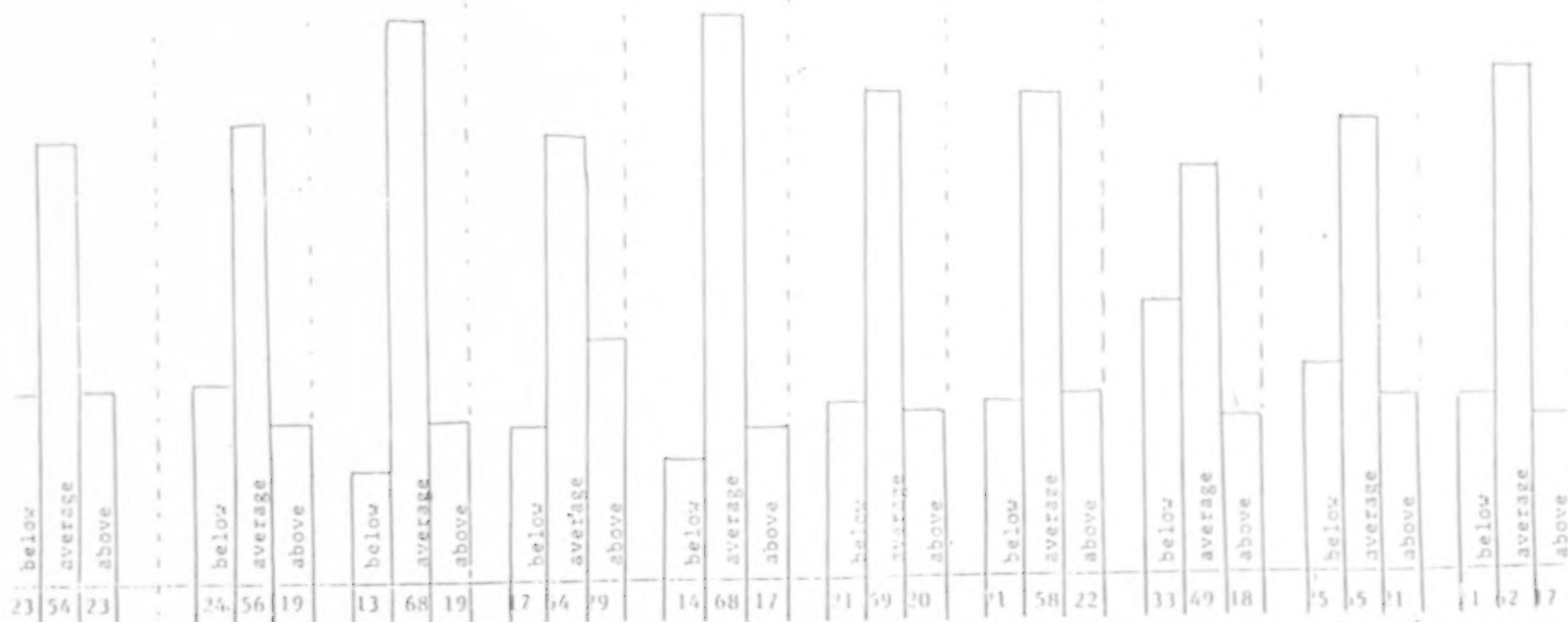


EXHIBIT
5
100

APPENDIX A

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IV-1

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**Percent Of Correct Responses By Objective
Delaware/National Norm Group
Spring 1990**

Reading

Category Objective	<u>Grades</u>								
	1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
WORD READING	68/64								
Match Three Printed Words with a Picture	68/64								
WORD STUDY SKILLS	69/63	74/71	76/74						
Structural Analysis	83/80	92/90	91/89						
Phonetic Analysis-Consonants	76/65	77/73	77/76						
Phonetic Analysis-Vowels	47/43	60/56	65/63						
READING COMPREHENSION	60/55	60/55	63/59	64/63	62/59	62/60	61/60	64/63	68/64
Two-Sentence Stories	72/67								
Short Reading Passages	71/67								
Short Reading Passages/Questions	49/43								
Recreational		65/60	64/60	64/62	63/60	63/61	67/66	64/63	63/59
Textual		55/51	56/52	61/59	57/54	57/56	50/50	58/57	62/57
Functional		60/56	70/66	67/66	67/64	66/65	65/63	70/68	78/74
Literal			60/56	67/66	65/62	70/68	61/59	66/65	71/66
Inferential			67/63	64/62	60/57	57/55	60/59	63/62	68/64
Critical			64/59	54/54	65/63	59/57	64/63	63/62	63/59
READING VOCABULARY		63/60	64/62	63/63	69/67	65/64	68/67	68/68	66/63
Synonyms		63/61	64/63	61/62	65/64	61/61	59/60	60/62	59/58
Context		61/54	61/57	66/66	73/71	69/67	75/73	72/72	71/66
Multiple Meaning		69/63	65/63	64/63	76/73	75/73	78/76	80/78	73/70

Percent Of Correct Responses By Objective
Delaware/National Norm Group
Spring 1990

Mathematics

Category Objective	Grades								
	1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
CONCEPTS OF NUMBER	64/59	68/63	65/62	62/59	56/53	57/55	58/56	60/58	
Whole Numbers	67/62	70/65	66/64	64/61	63/61	65/61	60/57	59/56	
Fractions	61/56	60/54	76/73	46/47	48/49	55/56	65/63	70/69	
Operations and Properties	58/53	67/61	62/56	62/58	50/47	53/50	55/51	54/52	
Decimals				75/72	62/57	54/55	58/57	60/60	
Percent							58/63	59/58	
Integers							56/56	66/63	
MATHEMATICS COMPUTATION	64/57	65/59	66/61	64/59	62/60	56/55	60/58	60/59	
Add with Whole Numbers	67/60	75/71	80/75						
Subtraction with Whole Numbers	61/54	65/59	66/59						
Add/Subtraction with Whole Numbers				75/69					
Multiplication with Whole Numbers		56/47	63/59	67/63					
Division with Whole Numbers		29/18	52/48	58/55					
Add/Subtraction with Decimals				55/47					
Add/Subtraction with Fractions				51/44					
Computation with Whole Numbers					69/66	67/65	73/70	75/73	
Computation with Decimals					57/55	59/58	58/58	62/61	
Computation with Fractions					51/51	40/41	54/51	54/54	
Number Sentences/Proportions					56/56	63/60			
Computation with Percent							42/42	45/43	
Equations and Proportions							56/51	54/51	
MATHEMATICS APPLICATIONS	62/58	67/61	63/59	62/59	58/56	58/57	57/57	56/55	
Problem Solving	56/53	65/59	58/55	60/57	60/58	61/60	59/58	58/57	
Graphs	61/58	75/70							
Geometry/Masurement	67/62	66/59	68/63	59/58	52/51	48/47	52/51	52/50	
Graphs and Charts			69/64	77/73					
Graphs and Tables					62/60	72/69	64/62	57/56	
MATHEMATICS									50/48
Concepts of Number									51/47
Computation									57/53
Applications									45/44

Percent Of Correct Responses By Objective
Delaware/National Norm Group
Spring 1990

Language/English

Category Objective	Grades								
	1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
LANGUAGE	64/55	76/68							
Language Mechanics	66/57	77/69							
Language Expression	61/51	71/63							
Study Skills/ABC Order	71/63	86/82							
LANGUAGE MECHANICS			71/66	72/70	68/65	68/66	63/62	65/62	
Capitalization			73/68	65/63	63/63	65/63	69/69	73/70	
Punctuation			65/60	75/71	64/59	64/62	57/55	61/57	
Applied Grammar			76/72	74/72	75/72	74/72	63/65	63/62	
LANGUAGE EXPRESSION			72/66	69/64	66/63	63/61	60/58	66/64	
Sentence Correctness			67/61	65/60	63/59	58/56	56/55	64/62	
Sentence Effectiveness			81/77	78/72	72/70	73/70	68/65	71/68	
ENGLISH									58/55
Language Mechanics									55/53
Language Expression									60/56

Study Skills

Category Objective	Grades								
	1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
STUDY SKILLS			64/60	67/64	66/64	66/64	67/66	66/65	65/61
Library/Reference Skills			63/59	68/65	70/67	69/67	73/72	70/67	68/65
Information Skills			66/62	66/62	61/59	63/62	62/60	63/62	61/56
Organizing Information									67/64

**Percent Of Correct Responses By Objective
Delaware/National Norm Group
Spring 1990**

Spelling

Category Objective	<u>Grades</u>								
	1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
SPELLING	63/60	66/62	68/64	61/59	62/59	59/56	60/58	62/62	63/61
Sight Words	66/61	78/74	67/66						
Phonetic Principles	65/64	65/60	71/67	62/60	66/62	61/58	59/58	66/65	66/64
Structural Principles	53/49	59/57	65/61	57/55	57/54	59/56	59/58	62/62	68/65
Homophones				67/63	63/62	56/53	63/60	54/55	51/49

Listening

Category Objective	<u>Grades</u>								
	1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
LISTENING	65/66	68/66	67/65	62/62	65/65	66/65	62/63	68/68	
Vocabulary	68/68	63/62	62/60	58/58	61/62	61/60	60/61	61/61	
Listening Comprehension	66/65	71/68	70/68	64/64	67/66	69/68	62/64	71/71	

Science and Social Science

Category Objective	<u>Grade</u> 11 DE/NAT	Category Objective	<u>Grade</u> 11 DE/NAT
SCIENCE	56/53	SOCIAL SCIENCE	59/56
Physical	53/50	Geography	55/52
Biological	61/59	History	56/55
Earth/Space	53/50	Political Science	60/55
Inquiry Skills	55/52	Economics	57/53
		Psychology/Sociology/Anthropology	68/65
		Inquiry Skills	58/56

Percent Of Correct Responses By Objective
Delaware/National Norm Group
Spring 1990

Thinking Skills

Category Objective	<u>Grades</u>								
	1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
THINKING SKILLS			61/58	61/59	58/56	61/59	57/57	61/60	57/54
Reading Comprehension			62/59	62/60	57/55	61/58	59/60	65/64	63/60
Concepts of Number			51/47	51/49	48/45	60/57	51/49	52/51	
Mathematics Applications			63/57	62/57	58/54	61/59	56/56	52/51	
Study Skills			63/60	70/67	66/63	62/60	59/56	67/64	63/60
Listening			64/62	57/59	61/60	59/58	55/58	66/66	
Mathematics									48/46
Science									55/53
Social Science									59/56

Using Information

Category Objective	<u>Grades</u>								
	1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
USING INFORMATION			65/61	69/65	65/63	67/65	67/65	65/63	61/58
Mathematics Applications			69/64	77/73	62/60	72/69	64/62	57/56	
Study Skills			64/60	67/64	66/64	66/64	67/66	66/65	65/61
Science									55/52
Social Science									58/56

APPENDIX B

V-1

Parent Report with Narrative Interpretation
(Student Level Report)

STANFORD
ACHIEVEMENT TEST SERIES, EIGHTH EDITION

SCHOOL: 0000000555
SCHOOL CODE: NEWTOWN
DISTRICT: 000000055

GRADE: 04
TEST DATE: 03/80

NORMS: SPRING
LEVEL: NATIONAL
FORM: INTERMED 1

PARENT REPORT
FOR
SAMUEL R JONES
STUDENT # 55444

TESTS	NO. OF ITEMS	NATL PR	STATE PR	LOCAL PR
Total Reading	94	73	75	71
Vocabulary	40	70	73	69
Reading Comp.	54	72	70	69
Total Math	118	42	42	43
Concepts of No.	34	34	37	33
Computation	44	65	67	68
Applications	40	29	28	28
Total Language	40	23	14	15
Lang Mechanics	10	34	31	28
Lang Expression	10	15	10	11
Spelling	40	74	74	68
Study Skills	10	38	34	35
Listening	45	67	68	64
Using Information	34	41	38	34
Thinking Skills	54	41	39	35
Basic Battery	387	51	50	45

NATIONAL GRADE PERCENTILE BANDS
1 10 30 50 70 90 99

AGE 10 YRS 4 MOS

Recently this student took the Stanford Achievement Test. This brief description of the scores presented above tells how the student did on the test, compared to the 1988 performance of students in the same grade from across the country. The Basic Battery score is a global indication of how well the student performed on the test. The score for this student is in the middle range for the grade, which means that performance on all subtests combined was well within the average range.

In reading, the total score is in the average range for the grade. Continued opportunities to read a variety of materials should be helpful.

In mathematics, the total score is within the average range for the grade. Continued experiences in working with number concepts, computation, and problem solving could be helpful to future learning in mathematics.

Overall, performance on the language subtests was somewhat below the average range for the grade. Performance on the Study Skills subtest was also somewhat below average. The score on the Spelling subtest is average.

Performance on the listening subtest was within the middle range for this grade, indicating that the student can process information that is heard about as well as the typical student in the grade.

It is important to keep in mind that test scores give only one picture of how a student is doing in school and that many things can affect a student's test scores. Therefore, it is important to consider other kinds of information as well. The school has more detailed information about how the student is doing.

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PARENT REPORT WITH NARRATIVE INTERPRETATION

The Parent Report provides each student's scores for all subtests and totals. A graph of percentile bands, as well as a narrative that interprets test performance, is also included. On the sample report, each score that appears is identified.

The student identification area is at the top of the report. The student's name appears in the upper right hand corner of the report (Bullet A). The school and district names appear in the upper left corner (Bullet B). Information such as

grade, test date, Stanford norms (Spring), test level, and form are printed at the top center of the score report (Bullet C). The content areas tested are listed on the left side of the page with the number of items contained in each subtest. The three scores that are reported are percentile ranks. The percentile ranks on this report (Bullet D) indicate the relative standing of a student in comparison with students in the same grade in the nation (Natl PR), state (State PR), and district (Local PR). Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

The percentile bands to the right of these scores (Bullet E) display graphically the student's percentile rank scores. The bands, which span ± 1 standard error of measurement, serve as a visual representative of student strengths and weaknesses relative to the norm group in each of the areas tested. By comparing any two bands, it can be determined whether the student did better in one subject area than in the other. If the two bands do not overlap, it may be concluded that the difference between the two scores is meaningful.